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AUTHOR Guttinger, Hellen I., Ed.
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ABSTRACT

The reading improvement activities in this handbook are intended for use by middle school language arts teachers. Focusing on study skills, vocabulary development, and comprehension development, the activities include (1) surveying literary materials, (2) outlining, (3) spelling, (4) syllabication, (5) word recognition, (6) using synonyms, (7) understanding the main idea of a text, (8) remembering details, (9) determining the sequence of events stated in the text, and (10) making inferences from texts. Many of the descriptions of these activities include samples of teacher planning sheets and master copies of student worksheets. The appendixes contain additional advice and materials that language arts teachers can use to develop their students' reading skills. These items include directions for constructing "magic slates" and electric quiz boards, a dictionary of word parts, a list of reading skills needed in the language arts, the Fry and the SMOG readability formulas and directions for their use, a five-part strategy for word attack, hints on accenting and syllabication, and suggestions for "selling" books in language arts classrooms. (RL)

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A CLASSROOM TEACHER'S GUIDE TO READING IMPROVEMENT IN MIDDLE SCHOOL LANGUAGE ARTS

A Resource Publication for the
Public Schools of Florida

Resource Monograph No. 18

P. K. Yonge Laboratory School
J. B. Hodges, Director
College of Education
University of Florida
Gainesville 32611

1974

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TABLE OF CONTENTS

INTRODUCTION i

I. STUDY SKILLS 1

Parts of a Book:

Title Page 1
Copyright Page 2
Table of Contents 3
Glossary 4
Index of Authors and Titles 7

Surveying:

Pictures 8
Title, Summary of Book 9
Title, Introductory Paragraph and Summary 11
Title, Introductory Paragraphs and First Sentences 13
Chapter Introductions 14
The Total Book 15

Categorizing 17

Outlining 18

Summarizing 19

Skimming 20

Scanning 22

Following Directions 24

II. VOCABULARY 31

Word Recognition 31

Categorizing 48

	Synonyms	50
	Synonyms and Antonyms	54
	Antonyms	55
	Word Meaning	56
	Multiple Meaning	62
	Context Clues	64
	Syllabication	68
	Prefixes, Suffixes and Compounds	74
	Prefixes	75
	Prefixes and Suffixes	80
	Suffixes	81
	Spelling	86
III.	COMPREHENSION	89
	Details	89
	Locating the Facts	91
	Sequence	93
	Main Idea	96
	Inferences	106
IV.	APPENDICES	
	Reading Skills Needed in Language Arts	114
	Dictionary of Word Parts	117
	Fry Readability Formula	126

Smog Formula 130

Five-Part Strategy for Word Attack 131

Accenting Hints 132

Syllabication Hints 133

Ways to Sell Books in the Language Arts Classrooms 134

Magic Slates 137

A Quiz Board 138

References 141

Ditto Master Copies:

- Crossword Puzzles 143
- Definition Sheet 145
- Word Twirl 146
- Seek and Find 147
- Add Up the Words 148
- Word Maze 149
- Matching Spaces 150
- Let's Travel Board Game 151

A CLASSROOM TEACHER'S GUIDE TO READING IMPROVEMENT IN MIDDLE SCHOOL LANGUAGE ARTS

Developed by:

Coralie Glickman, Educational Specialist, Reading Research Project, P. K. Yonge, Gainesville, Florida;

Amy Goldstein, Instructor in Reading, University of Wisconsin, Oshkosh, Wisconsin;

Barbara Kaiser, Reading Laboratory Director. P. K. Yonge, Alachua County, Florida;

Anna Garcia Mehan, Reading Laboratory Director, Roosevelt Jr. High School, Palm Beach County, Florida;

Anne Parker, Program Coordinator, Title I, Palm Beach County School System, Florida.

Technical Assistance

Hellen I. Guttinger, Editor; Director, Reading Research Project, P. K. Yonge.

Ruth Duncan, Coordinator of Research and Dissemination, P. K. Yonge.

Mary L. Ganikos, former Graduate Research Associate, P. K. Yonge.

INTRODUCTION

The P. K. Yonge model for reading improvement at the middle and high school levels has been developed and tested over the past six years, both in the Laboratory School and in several public schools in Florida. The model features an individualized, developmental approach to improving reading. Utilizing diagnostic and prescriptive procedures, the program includes all pupils at a grade level and focuses on improvement of reading skills considered important to the pupil. After fifteen hours practice in a laboratory, distributed over six weeks, reading rate, vocabulary, and comprehension have been substantially increased for most pupils (Guttinger, Hines & Larson 1972, Guttinger & Hines, 1977).

As significant as is the progress made by participation in the reading laboratory, the real potential for growth once students have left the laboratory setting is through extension of opportunities for improvement into content area classroom. The presence of the developmental individualized reading laboratory in schools has been found to stimulate content area teachers to seek assistance from the reading laboratory teacher-counselor in selecting resource materials and in providing appropriate reading skill development experiences in the classroom.

As a result of numerous requests from these content area teachers, a group of reading laboratory directors devoted several weeks during the summer of 1974 to the development of materials and guides for the content areas of science, social studies, and language arts. During the 1974-75 school year these guides were tested in approximately forty schools in thirteen counties in Florida.

After receiving feedback from teacher-users, the science guide was edited and revised for printing in January 1976. During the 1975-77 school years additional testing of the language arts handbook was conducted and this handbook is the product of the three year endeavor.

Recognizing that the content area teacher is an expert in his or her own field, equipped with a vast background of experience and knowledge, no attempt has been made in the design of the activities presented here to prescribe language, vocabulary, or concepts to be taught. Neither are the activities intended to be comprehensive. Rather they are presented as examples of the kinds of things which may be done to facilitate content area teaching by providing a variety of supplemental activities related to the process of reading. No sequence is implied in the order

in which activities are presented. However, basing variety on the needs of readers in the classroom is essential to optimum enhancement of the reading skills developed during the reading laboratory experience and for assisting in the transfer of these skills to the content area curriculum.

It is hoped that in using the handbook classroom teachers will be stimulated to create additional activities. Further, it is hoped that they will be willing to share their creations as well as to provide continued feedback on the effectiveness of those activities included in the handbook.

In order to facilitate this exchange, the reading staff at P. K. Yonge is willing to serve as a clearinghouse for the interchange of ideas for reading in the various content areas.

Hellen I Guttinger, Ed. D.
Director, Reading Research Project

January, 1978

STUDY SKILLS

ACTIVITIES

SKILL: Study Skills - Title Page

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:
Using the Title Page of the textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

Title Page Task Sheet

SAMPLE ITEM:

1. What is the title of your textbook?
2. Who is (are) the author(s) of your textbook?
3. What company publishes the book?

ALTERNATIVES:

1. Title Pages from discarded books are mounted on cardboard. Questions relating to each Title Page are developed and mounted on the reverse side of the cardboard. These lessons can be placed in boxes in a kit format.
2. Title Pages from discarded books are made into transparencies. Questions relating to each Title Page may be included on the transparency or each student may be given a worksheet.

SKILL: Study Skills - Copyright Page

MATERIALS: Textbook or other instructional material, teacher-made worksheet

TEACHER DIRECTIONS:

Using the Copyright Page of the textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

Copyright Page Task Sheet

SAMPLE ITEM:

1. When was your textbook first issued a copyright?
2. To whom would you write in order to get permission to reproduce material in the textbook?
3. How many copyright dates does your textbook show? What are they?

ALTERNATIVES:

1. Copyright Pages from discarded books are mounted on cardboard. Questions relating to the Copyright Pages are developed and mounted on the reverse side of the cardboard. These lessons can be placed in boxes in a kit format.
2. Copyright Pages from discarded books are made into transparencies. Questions relating to each Copyright Page may be included on the transparency or each student may be given a worksheet.

SKILL: Study Skills - Table of Contents

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:
Using the Table of Contents of the textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

Table of Contents Task Sheet

SAMPLE ITEM:

1. On What page(s) do you find the Table of Contents?
2. How many units or chapters does your text contain?
3. On what page does the story _____ begin?
4. Who is the author of _____?
5. In what story would you expect to read about folk music?
6. How many plays are there in your book?
7. On what page does the Glossary begin?
8. Does your book have an Index of Authors?
9. On what page does the Index of Titles begin?

ALTERNATIVES:

1. Tables of Contents from discarded books are mounted on cardboard. Questions relating to the Table of Contents are developed and mounted on the reverse side of the cardboard. These lessons can be placed in boxes in a kit format.
2. Tables of Contents from discarded books are made into transparencies. Questions relating to each Table of Contents may be included on the transparency or each student may be given a worksheet.

SKILL: Study Skills - Glossary

MATERIALS: Glossary from dictionary or text

TEACHER DIRECTIONS:
Have each student write a code message, using the respelling of the words in the dictionary or glossary. The students can exchange messages and decode them.

SAMPLE ITEM: the jentl wind barli bloo. - The gentle wind barely blew.

SKILL: Study Skills - Glossary

MATERIALS: Textbook or other instructional materials, teacher-made worksheet

TEACHER DIRECTIONS:

The teacher selects words from a given chapter or section of the textbooks with which students are expected to become familiar. Worksheets are constructed by using each word (either correctly or incorrectly) in a sentence similar to the ones in the Sample Item.

SAMPLE ITEM:

Glossary Task Sheet #1

DIRECTIONS: In order to answer each question, you will need to look up the underlined words in your glossary. Answer each item either true or false. If the item is false, use the underlined word correctly in a sentence of your own.

1. When people are cheerful, we say they have a good sense of humus.

2. Fiction is a story that is not true.

3. A noun is an action word.

SKILL: Study Skills - Glossary

MATERIALS: Textbook, teacher-made worksheet

TEACHER DIRECTION:

Select glossary words with which the student needs to become familiar. Develop a worksheet which gives a set of clues to each glossary word.

SAMPLE ITEM:

Glossary Task Sheet #2

DIRECTIONS: Read each set of clues. Use each set of clues to help you locate a word in the glossary.

1. What word -

   a) is on page 471 of your glossary
   b) has two syllables
   c) means to talk alot but say little; to chatter

2. What word on page 471 -

   a) begins with the letter "m"
   b) is a compound word
   c) a member of a group of citizens who are trained to defend their country in emergencies.
   d)

3. What word -

   a) means the story of a person's life.
   b) begins with the letter "b"
   c) has four syllables

Answers:

1. Natter
2. Militiaman
3. Biography

Text: The Young America Basic Reading Program
Level 12

PARTS OF A BOOK

SKILL: Study Skills - Index of Authors and Titles

MATERIALS: Textbook or other instructional material, teacher-made worksheet

TEACHER DIRECTIONS:

Using the textbook or other instructional material as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

SAMPLE ITEM:

Index Task Sheet #1

DIRECTIONS: Read each question. Write the key word(s) or name(s) which you would look up in your Index in order to find the answer to the question.

KEY WORDS

_____ 1. What is the name of the third author whose last name begins with the letter "A"?

_____ 2. Which author has three of his writing published in this text?

_____ 3. How many listings are there for "Good Books About_____?"

_____ 4. On page_____, what poem has the same name as a scientific instrument?

Answers:

1. Asimov, Isaac
2. Thurber, James pp
3. 6: America's Heritage, Challenges, Nature, People, Probing the Unknown, Science and Technology.
4. The Microscope

Text: The Young America Basic Reading Program Level 14

SKILL: Study Skills - Pictures

MATERIALS: Pictures from magazines or newspapers illustrating some action or emotion, construction paper

TEACHER DIRECTIONS:

Cut out pictures from magazines and attach each picture to construction paper. Underneath the picture write the following questions.

1. Who is the key person in this picture? Describe this person.

2. What do you think is happening in the picture?

3. What is a good title for this picture?

SKILL: Study Skill - Title, Summary of Book

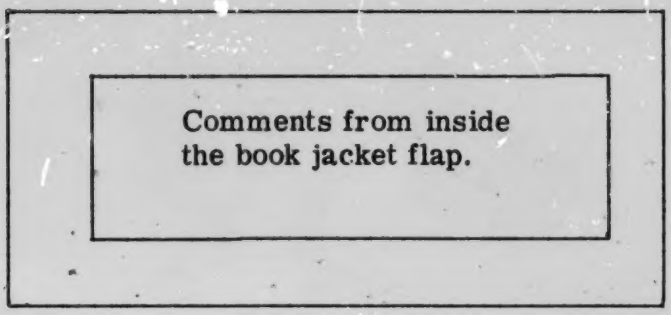
MATERIALS: Discarded book jackets, opaque projector, marking pencil, teacher-made worksheet, construction paper, glue.

TEACHER DIRECTIONS:

The teacher cuts the comments from the inside flap of the book jackets and mounts each on a sheet of construction paper. (If the title is included in the comments, it should be blocked out.) Each jacket sheet is numbered with the marking pencil. The teacher uses the opaque projector to show the book jackets to the class. Each student is given a worksheet that lists the book titles from which the book jackets have been taken. After reading a particular book jacket sheet the student matches the number on the book jacket sheet with the appropriate title.

SAMPLE ITEM:

1. Book jacket sheet.



2. Worksheet Diagram

Directions: Read each book jacket sheet. Write the number of the book jacket sheet next to the title which you think matches it.

_____ The Open Door

_____ Twenty-four Ghosts

_____ Dog in the House

_____ Visitor from Tobia

_____ Howl in the Chimney

_____ Trusty: My Penguin

_____ Lion People

_____ Boating for Beginners

_____ Traveling with Geese

ALTERNATIVES:

The book jacket sheets can be packed in sets of ten with copies of the appropriate worksheet. These book jacket sets can be arranged in a kit format and used at learning stations rather than for total class viewing with the opaque projector.

SURVEYING

SKILL: Study Skills - Title, Introductory Paragraph and Summary

MATERIALS: Textbook or other instructional materials, teacher-made worksheet, 24" x 3" strip of construction paper, marking pencil

TEACHER DIRECTIONS:

The teacher writes the chapter title on the strip of construction paper for placement in the classroom. The students are asked to locate the page on which the chapter begins. Through discussion, the students analyze the chapter title and "guesstimate" as to what kinds of information the chapter contains.

The teacher, or a student who has had time to prepare, reads the introductory paragraph and summary to the class in order to compare their analysis of the title.

A worksheet similar to the one in the Sample Item is given to each student.

SAMPLE ITEM: Survey Task Sheet #1

The title of your new unit is: _____

Choose one of the items below. Return this sheet and your work to your teacher by: _____.

1. Check a current T. V. Guide and find a program that relates to the new chapter.
   Title of program: _____
   Date and time of program: _____ Channel _____

2. Show this sheet to an adult you know and ask him/her to list some things that might be learned by studying this chapter.

   _____

   _____

   _____

   _____

SURVEYING

3. Find an article in a magazine or newspaper that relates to the new chapter.

** 4. Write and mail a letter to one of the following addresses. Request information that will help the class with the study of the new chapter.

5. Find someone who will be willing to speak to the class on a topic that relates to the new chapter.

Name of speaker: _____ Telephone # _____
Date the speaker wishes to visit: _____

6. Draw or find pictures for the bulletin board that relate to the new chapter.

7. Locate in the library 4 or 5 books that relate to the new chapter and would be of interest to your classmates. The books may be fiction or nonfiction.

	Title of Book	Call Number
a.		
b.		
c.		
d.		
e.		

8. Your choice. I am going to: _____

Students should be encouraged to make different choices as each new chapter is introduced rather than select the same activity.

** Addresses for obtaining free and inexpensive language arts material be found in the following book:

Educators Guide to Free & Inexpensive Materials
Educators Progress Service, Inc.
Randolph, Wisconsin 53956

SURVEYING

SKILL: Study Skills - Title Introductory Paragraphs and First Sentences

MATERIALS: Short story, three minute egg timer

TEACHER DIRECTIONS:

The teacher reads the title and introductory paragraph of the story to the class. The students are given three minutes to read the first sentence of each paragraph in their copies of the story. The students are divided into groups of 4 - 5. Each group is assigned a paragraph or short selection from the story.

The groups are given three minutes to prepare a skit which depicts the paragraph or short selection. Since there may not be the same number of speaking parts as there are students in a given group, the students may have to play the part of scenery, sound effects, or in some cases several roles. Each group is given a maximum of three minutes for the skit presentation.

ALTERNATIVE:

Use a poem or novel instead of a short story.

SKILL: Study Skills - Chapter Introductions

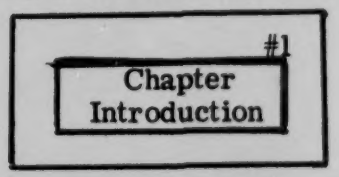
MATERIALS: The introductions from textbook chapters or other instructional material, overhead projector, marking pencil, transparency, teacher-made Worksheet

TEACHER DIRECTIONS: The teacher cuts the chapter introductions from discarded textbooks and makes a transparency. Each introduction is numbered with the marking pencil. The teacher uses the overhead projector to show the intorductions to the class.

Each student is given a worksheet that lists the chapter titles from which each introduction was taken. After reading a particular introduction, the student matches the number on it with the appropriate chapter title.

SAMPLE ITEM: Survey Task Sheet #5

1. Chapter Introduction Sheet



2. Worksheet Diagram

Directions: Read each chapter introduction. Write the number of the introduction next to the title which you think matches it.

_____ Irish Setter

_____ Cat

_____ A Loud Sneer for our Feathered Friends

_____ A Narrow Fellow in the Grass

_____ The Origin of the Seasons

SKILL: Study Skills - The Total Book

MATERIALS: Four or five books at various reading levels from each of the following categories.

a) Mystery	d) Sports	g) Science Fiction
b) Biography	e) Animals	h) Travel
c) Poetry	f) History	i) Music

Teacher-made worksheet, three minute egg timer

TEACHER DIRECTIONS:

Each category of books is placed at a learning station. A card at each station tells the category. The class, in groups of 3 - 4 students, rotates from one station to the next at the three minute signal from the teacher. At each station the students are to survey the books by

a) reading the title
b) reading the comments on the inside flap of the jacket (if there is one)
c) reading the Table of Contents
d) reading the introductory paragraph
e) looking at pictures and diagrams

After surveying the books at each station, the students should write the title of the book in that category that they would most like to take with them to read if they were to be stranded on an island for two years.

SAMPLE ITEM:

Directions: You will be living by yourself on an island for the next two years. There will be no T.V., radio, or movie theater. You can however, take ten books of your choice.

Read the category card at each station. Then survey the books. Decide what books you would like to take with you and write the title next to the appropriate category on this worksheet.

Mystery _____
Biography _____
Poetry _____
Science Fiction _____
Travel _____
Sports _____
Animals _____
History _____
Music _____

ALTERNATIVES:

This list can be used on the basis of a self selected reading list.

SURVEYING

SKILL: Study Skills - Categories

MATERIALS: Teacher-made worksheet, 20 - 25 books in various categories of fiction and nonfiction (at least two different titles to each category).

TEACHER DIRECTIONS:

This activity is used at a learning station or set up as an activity that students work on when they have finished regular assignments. The assortment of books are placed on a table. Each student is given a worksheet similar to the one in the Sample Item.

SAMPLE ITEM:

Directions: You are a famous book reviewer for the New York Chimes. People are always asking your advice about books. On this worksheet you will find some letters which came in your morning mail. Read each letter. Then survey the books on the table. Write the title of the book which you think would help the person who wrote to you.

1. Dear Professor Bibliophile,

I love dogs, especially boxers. How can I find out more about them?

Sincerely,

Sally Snoop

Title: _____

2. My Dear Professor Bibliophile,

My aunt has left me a rare tropical plant in her will. It is beginning to die. Help save my plant.

Sincerely,

Miss J. D. Van Slophopper

Title: _____

SKILL: Study Skills - Outlining

MATERIALS: Terms appropriate to language arts concepts

TEACHER DIRECTIONS:

In each exercise below there is a list of words and a skeleton outline. Each list of words includes both main topics and subtopics. The skeleton outline shows how many main topics are in the list and how many subtopics are under each main topic. Have students fill in the skeleton outline with main topics and subtopics.

SAMPLE ITEM:

I.		II.
	A.	A.
	B.	B.
	C.	C.
	D.	D.
	Writing	Summary
	gesture	posture
	articulation	speaking
	introduction	body
	rewrite	eye contact

SKILLS: Study Skills - Summary

MATERIALS: T. V. Guide

TEACHER DIRECTIONS:

Students are asked to view a favorite T. V. program and write a summary. The students then check their summarizing efforts against the summary plot in the T. V. guide.

SKILL: Study Skills - Skimming for Words

MATERIALS: Textbook or other instructional material

TEACHER DIRECTIONS:

Students are assigned to teams of 4-5. A team recorder is selected. Each team is assigned a particular section of the textbook. Members of each team skim the assigned portion of the text and find words and phrases which are interesting. The team recorder writes these down. In this way, each team develops a word collage. The results of each team's efforts are shared with the class. This activity provides a quick introduction to a new chapter.

SAMPLE ITEM: Skimming Task Sheet

monster bear
emerged
skulked
break no turg
loose - kneed gait
stalked
twisted grotesquely
lifeless foreleg
thrust crookedly upward
wind - rustled trees

ALTERNATIVES:

Fictional materials which pertain to a particular unit of study can be used in place of the text.

Cut out letters, words and phrases from newspapers and magazines to create an attractive word collage.

SKILL: Study Skills - Skimming for the Plot

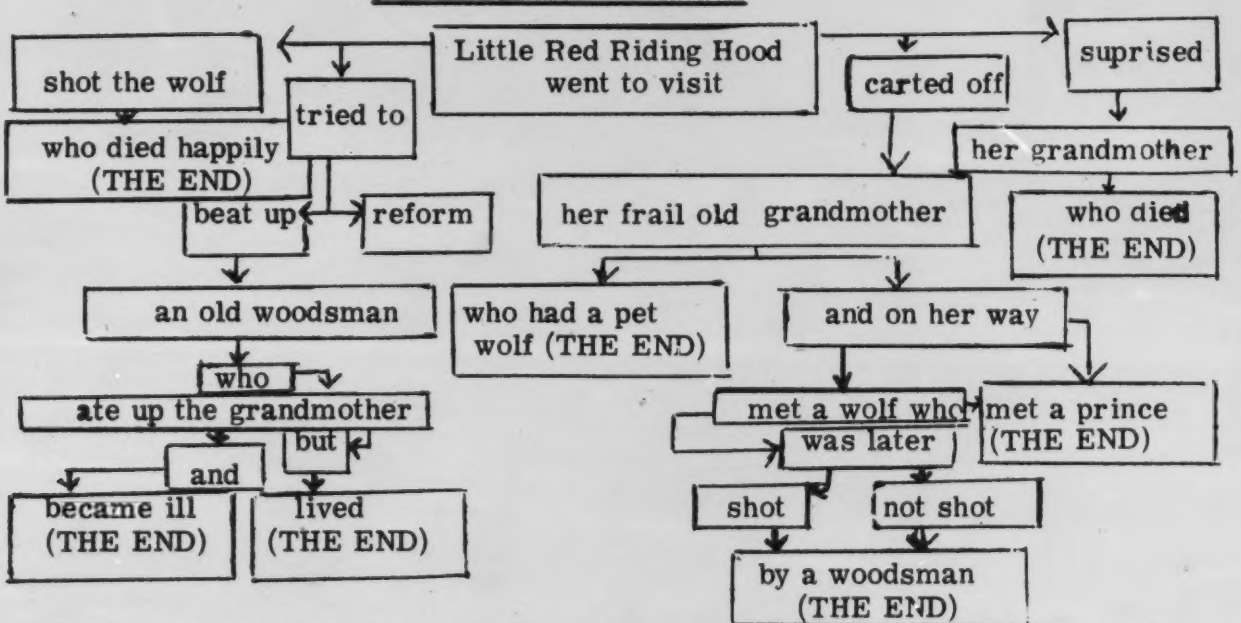
MATERIALS: Story from textbook or other instructional material, 3 minute egg timer, teacher made worksheet

TEACHER DIRECTIONS:

The teacher constructs a flow chart (Plotket Calculator) of multiple plot options, only one of which is an accurate plot summary. The students are given three minutes in which to skim the reading selection. During the initial lessons they are given worksheets similar to the one in the sample item. Subsequent worksheets have boxes in which the plot construction is omitted. The students are asked to construct their own Plotket Calculator.

SAMPLE ITEM: Directions: Read the Plotket Calculator. Use the words and phrases to make a sentence which best tells the plot of the story. Write the sentence in the space provided.

PLOTKET CALCULATOR



PLOT --- Little Red Riding Hood went to visit her frail old grandmother and on her way met a wolf who was later shot by a woodsman.

SKIMMING

SKILL: Study Skills - Scanning

MATERIALS: Textbook (or other instructional material), 3 minute egg timer.

TEACHER DIRECTIONS: Students are assigned to teams of two. Team members alternate as recorder and scanner. The teacher writes one instruction on the board similar to those in the Sample Item. The students are given three minutes to scan and write down the information. The team with the most correct answers reads them to the class and receives on point.

SAMPLE ITEM:

1. Find the characters on pages ____, ____
2. Find the words on page ____ that begin with the letter "q".
3. Find the number of paragraphs on pages ____, ____
4. Find the words in italics on pages ____, ____

SKILL: Study Skills - Scanning

MATERIALS: Textbook, Flair pens of different color, paper

TEACHER DIRECTIONS:

Place a sheet of paper on the bulletin board. Divide the class into groups of 5-6 students. Give each group time to choose a group leader and one of the Flair-tip pens.

Tell the students that, at the beginning of each language arts class, their task will be to locate compound words in their textbooks. After locating a compound word, each student is to write the word and the page on which it is found on a sheet of scratch paper. At the end of the "search time" each group leader collects the words from the group members and writes these words on the bulletin board paper with the Flair-tip pen. At the end of a week, the group with the most compound words is the winner.

SAMPLE ITEM: Scanning Task Sheet #1

Red Group	Green Group	Blue Group	Yellow Group	Orange Group
1 into**	1 earthquake	1 cannot	1 within	1 cuplike
2 statement	2 however	2 schoolyard		2 jellyfish
3 itself	3 windbreak			3 into**
	4 evergreen			

*Words used by one team may be used by another team as well.

ALTERNATIVES:

1. During "searchtime" students may work in groups or individually.

2. Options in lieu of compound words:
   a) Vc/cv words: tis/sue; fen/der
   b) Words that begin with a particular letter
   c) Words with a particular number of syllables
   d) Words with prefixes
   e) Words with suffixes
   f) Words in italics or boldface print

SKILL: Study Skills - Following Directions

MATERIALS: Teacher-constructed worksheet

TEACHER DIRECTIONS:

Each student is provided with a copy of the test in the sample item. Stress that this is an individual test to be completed without conferring with fellow students.

SAMPLE ITEM:

FOLLOWING DIRECTIONS TEST

Can You Follow Directions? - Timed Test; you have three minutes.

1. Read everything carefully before you do anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "NAME" in sentence number two.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title, write "YES YES YES".
9. Put a circle completely around sentence number seven.
10. Put an "X" in the lower left hand corner of this paper.
11. Draw a rectangle around the word "FIVE" in sentence four.
12. On the back of this paper multiply 703 by 66.
13. Draw a triangle around the "X" in sentence number ten.
14. Loudly call out your first name when you get this far.
15. If you think you have followed directions carefully to this point, call out "I HAVE IT".
16. On the reverse side of this paper add 8950 and 9805
17. Put a circle around your answer and a square around the circle
18. In your normal speaking voice, count from ten to one backwards.
19. Punch three small holes in the top of this paper with your pencil point.
20. If you are the first person to reach this point, loudly call out "I AM THE FIRST PERSON TO THIS POINT. I AM THE LEADER IN FOLLOWING DIRECTIONS".
21. Now that you have finished reading everything carefully do only sentences one and two.

FOLLOWING DIRECTIONS

SKILL: Study Skills - Following Directions

MATERIALS: Instructions for making a game or toy clipped from the Sunday comic pages or cereal box; necessary materials for completing project.

TEACHER DIRECTIONS:

Reproduce project instructions and arrange materials for easy access.

SAMPLE ITEM:

Directions: Read the instructions carefully. Get the materials you need to complete the project. Make the (toy) game following the instructions.

SKILL: Study Skills - Following Directions

MATERIALS: Teacher made worksheet

TEACHER DIRECTIONS:
The teacher reads the following instructions to the class.

SAMPLE ITEM:

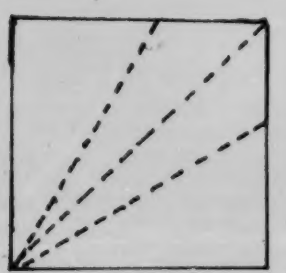
1. Write down your age in years.
2. Multiply that number by 10 and add 5.
3. Multiply this sum by 10 again.
4. Add the number of the month in which you were born (count January as 1).
5. Subtract 50
6. The first 2 numbers on the left will be your age and the next 2 will be the number of the month you were born in.

SKILL: Study Skills - Following Directions

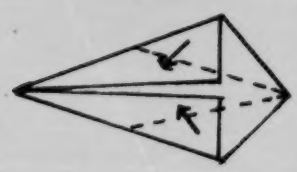
MATERIAL: Enough sheets of paper for each student

TEACHER DIRECTIONS:
Reproduce directions for paper sculpture or simple magic tricks. If magic tricks are used students may perform them in front of the class.

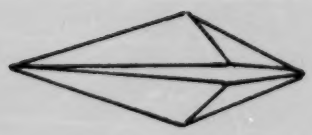
SAMPLE ITEM Directions: In this lesson we will learn how to fold a pigeon. We call it "Hato" in Japanese . This folding method is very simple for the beginners.



(1) Turn the paper over so that the side will be facing up. Picture 1 shows three dotted lines along which the paper is to be folded.

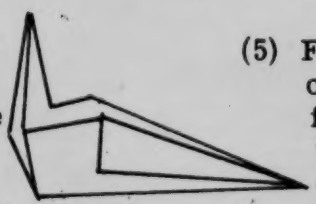


(2) First fold along the center dotted line, then open it and fold as shown in picture 2.

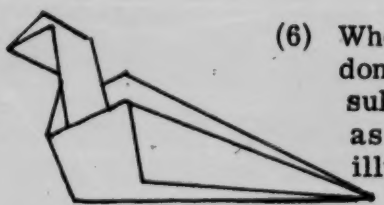


(3) After folding along the dotted lines as pictured in illustration 2, you get the above result.

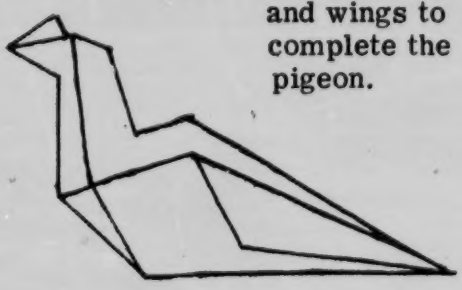
(4) Now fold backwards along the center. Then fold upward and inward at the dotted line shown above.



(5) For the beak of the pigeon, fold down the tip at the dotted line.



(6) When this is done, the result will be as pictured in illustration.



(7) Draw the eyes and wings to complete the pigeon.

FOLLOWING DIRECTIONS

SKILL: Study Skills - Following Directions

MATERIALS: None

TEACHER DIRECTIONS:
Introduce cinquains by giving the students the following information.

Line one:	One word, stating idea.
Line two:	Two words of description.
Line three:	Three words of action (preferably a phrase).
Line four:	Four words of feeling or emotion.
Line five:	One word restatement of idea.

SAMPLE ITEM:

Boredom
Dull, dark
Forced to sit
Wiggling, scratching, yawning, hot
Studyhall

Sunset
Red, purple
Time I love
Cool, restful, relaxing, fun time
Dusk

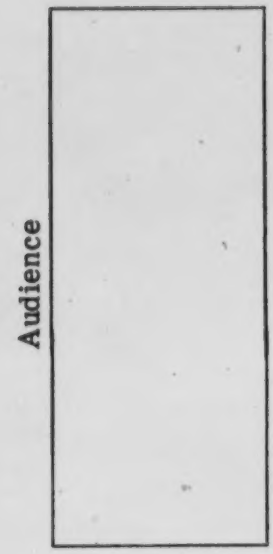
SKILLS: Study Skills - Following Directions

MATERIALS: A set description from a play.

TEACHER DIRECTIONS:
Have students draw the set following the directions. Review with them that right and left refer to the actors right and left. Downstage refers to the part of the stage nearest the audience.

SAMPLE ITEM: The setting for a play and an outline drawing representing a bare stage are given below. As you read the description complete the drawing. Use simple circles, squares, and other simple outlines to show entrances, windows, furnishings, and properties. Lable each item as it is drawn. Then follow the directions given for the action.

Note: The directions "right" and "left" refer to the actor's "right" and "left" and not to the audience's. "Downstage" refers to the part of the stage nearest to the audience.



SETTING: First floor of the Smith home. To the left is the living room; to the right, a narrower dining room. Upstage from this is the kitchen. Through a wide arch in the upstage wall of the living room, a stairway is visible: Two steps, a landing, and a second flight turning to the right.

A picture window is centered in the left wall of the living room. Round tables with lamps on them flank the long sofa under the window. Behind each is a standing light. A tall chest is to the left of the hallway arch; spinet and bench, to the right. Floor-to-ceiling bookshelves fill the space between the fireplace and the dining room archway far downstage.

Midway in the right wall of the dining room are glass-panel double doors. Opposite these stands a buffet with a straight chair on either side. A china cabinet is to the right of the kitchen door; a tea cart to the left. A round table, with four chairs tucked under, occupies the center of the room.

A sink along the upstage wall of the kitchen is seen through the open door. As the curtain rises, the doorbell rings.

SKILL: Study Skills - Following Directions

MATERIALS: Bread, Peanut Butter, Jelly, Knife

TEACHER DIRECTIONS:

Ask students to write directions on a piece of paper for making a peanut butter and jelly sandwich. Collect their papers and begin making a sandwich for each pupil according to the directions written. Directions such as "put the knife in the peanut butter then put it on the bread" will help the students realize the importance of stating directions clearly.

VOCABULARY

ACTIVITIES

Language, (lăng gwĭj) < *n.*

SKILL: Vocabulary - Word Recognition

MATERIALS: Language Arts word list, teacher made exercise

TEACHER DIRECTIONS:

Create a list of "English" terminology, which you feel are survival words in your subject area, for introductory vocabulary screening. Place the words on a ditto master and run enough copies for each of your students plus one extra to be placed on a piece of cardboard. Allow the student to read from the copy on cardboard, while you score on another. Be sure to indicate the student's name on the teachers copy for record keeping purposes. Have students begin reading the first list and read only those words they know. Place a mark beside those words the student knows. Assume each word not read is unknown to that student. Since this activity requires a one to one approach, it may be advisable to assign an exercise which will keep the class busy while you test each student. A certain degree of privacy will be necessary for the student being tested.

SAMPLE ITEM: See the following two pages.

ALTERNATIVES: Lists may be compiled according to various categories such as words in grammar, literature or in relation to units of study such as poetry, short stories, novels, for introductory vocabulary screening.

SOURCES: Format of Slosson Oral Reading Test/Word list Success With Words by (Herber, 1973).

ENGLISH ORAL READING INVENTORY

List A	List B	List C
1. abbreviation	1. autobiography	1. composition
2. abridge	2. auxiliary	2. compound
3. act	3. ballad	3. conclusion
4. active	4. bibliography	4. conjunction
5. address	5. biography	5. connotation
6. adjective	6. Black literature	6. contrast
7. adverb	7. card catalogue	7. coordinate
8. aesthetics	8. case	8. declarative
9. agreement	9. characters	9. definite
10. allegory	10. clarity	10. definition
11. alliteration	11. clause	11. demonstrative
12. almanac	12. cliche	12. dependent
13. ambiguity	13. climax	13. derivations
14. anecdote	14. collective	14. descriptive
15. antagonist	15. colon	15. determiner
16. anthology	16. comedy	16. dialect
17. antonyms	17. comma	17. dialogue
18. apostrophe	18. comparison	18. direct address
19. article	19. complement	19. drama
20. author's purpose	20. complex	20. edit

List D	List E	List F
1. elegy	1. homonym	1. irony
2. epic	2. humanities	2. irregular
3. epilogue	3. hyphen	3. legible
4. essay	4. idyll	4. literary
5. euphemism	5. imagery	5. literature
6. exclamation point	6. imperative	6. lyric
7. exclamatory	7. improvisation	7. measure
8. explanatory	8. indefinite	8. media
9. expletive	9. independent	9. melodrama
10. farce	10. index	10. metaphor
11. fiction	11. indirect object	11. meter
12. figurative	12. infinitive	12. modifier
13. foot	13. inflected endings	13. monologue
14. footnoting	14. informal	14. mood
15. form	15. interjection	15. multimedia
16. formal	16. interrogative	16. narrative
17. fragment	17. interview	17. nominative
18. future tense	18. intonation	18. noun
19. gender	19. intransitive	19. novel
20. gerund	20. invert	20. object

WORD
RECOGNITION

English Oral Reading Inventory (Cont.)

List G

1. objective
2. ode
3. onomatopoeia
4. outlining
5. paragraph
6. paraphrasing
7. parenthesis
8. participate
9. passive
10. past tense
11. pastoral poetry
12. perfect tense
13. person
14. personal pronoun
15. plagiarism
16. plot
17. plural
18. poetry
19. poetic license
20. point of view

List H

1. possessive
2. predicate
3. prefix
4. propaganda
5. preposition
6. present tense
7. prologue
8. pronoun
9. proofreading
10. protagonist
11. punctuation
12. quotation mark
13. quote
14. regular
15. relative
16. research
17. restrictive clause
18. rhyme
19. rhythm
20. root word

List I

1. run-on
2. satire
3. scanning
4. scene
5. script
6. semantics
7. semicolon
8. sentence
9. setting
10. short story
11. simile
12. simple sentence
13. singular
14. skimming
15. soliloquy
16. sonnet
17. spelling
18. stanza
19. stereotype
20. style

List J

1. subject
2 subjunctive
3. subordinate
4. suffix
5. summary
6. syntax
7. syllabicate
8. syllable
9. symbolism
10. synonyms
11. tense
12. theme
13. title
14. topic
15. topic sentence
16. tragedy
17. transitional
18. transitive
19. unabridged
20. verb

Score

List A _____
List B _____
List C _____
List D _____
List E _____
List F _____
List G _____
List H _____
List I _____
List J _____

Raw Score _____

(Total number of correct words including the words below starting level)

WORD RECOGNITION

SKILL: Vocabulary - Word Recognition

MATERIALS: Word list, index cards

TEACHER DIRECTIONS:

After determining those words which are not part of each student's sight vocabulary in Language Arts, have students create their own word file of "words to learn" using index cards. The words may be placed on one side and the definition on the reverse side for further study. The student can set up a contract with the teacher as to how many words will be tackled each week. Upon completion of this goal, the student may be tested by the teacher. It might be wise to encourage students to help one another in fulfilling their goals. One or two days a week could be set aside for independent vocabulary study.

SAMPLE ITEM: The number of words will vary according to each child's level of achievement.

New Word Contract

I student's name will hereby attempt to learn ## new words the week of dates.

Signed Student

Witness Peer

Approved by Teacher

WORD FILE

Side A

AUTOBIOGRAPHY

Side B

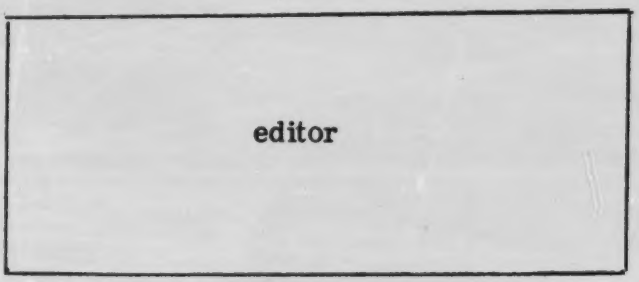
Autobiography - A story written by an author about his or her life.

SKILL: Vocabulary - Word Recognition

MATERIALS: Word list, Language Master (consult reading resource person or media specialist for information on this machine), and blank Language Master cards.

TEACHER DIRECTIONS: On the blank cards, write those vocabulary words to be learned, one concept per card and then read each word aloud into the recorder while the card is inserted. Secure permission from your librarian to set up the language master (with earphones) in a particular area in the library or create a station in your classroom for this purpose. Students needing vocabulary may be sent to this station.

SAMPLE ITEM:



Student runs card through the machine and listens to the word being read aloud while looking at the word. He may repeat the process as often as necessary.

ALTERNATIVES: Another set of cards may be created which include defintions as well.

SKILL: Vocabulary - Word Recognition

MATERIAL: Textbook, teacher made exercises.

TEACHER DIRECTIONS: Create a "word search" to correspond with a new concept being taught. This may be used to get students involved with new words to be learned.

SAMPLE ITEM: Grammar Word Search

g	c	n	o	v	n	u.	o	n	u	r	p
e	o	p	e	e	o	n	u	o	g	r	a
n	n	r	v	e	r	e	d	n	e	g	o
d	b	e	c	o	n	p	n	p	r	o	e
e	a	p	v	e	r	e	o	r	u	b	l
t	c	e	j	b	u	s	u	e	n	j	c
b	r	a	d	v	i	u	n	d	d	e	i
r	o	d	o	t	b	a	p	i	l	c	t
e	b	v	i	j	u	l	o	c	v	e	r
v	j	o	b	j	e	c	t	a	s	a	a
d	n	b	p	r	e	d	i	t	a	l	j
a	d	j	e	c	t	i	v	e	c	l	a
c	o	n	j	u	n	c	t	i	o	n	o

noun	pronoun	clause
verb	adjective	subject
object	adverb	conjunction
predicate	preposition	gender
subject	gerund	article

See p. 147 for Ditto Master

SKILL: Vocabulary - Word Recognition

MATERIALS: None

TEACHER DIRECTIONS: Select a word such as "treasure". Ask the students to find as many words as possible in the word treasure. They can only use each letter once if it appears only once in the word.

SAMPLE ITEM: Directions: See how many words you can make from the word TREASURE. Use each letter once if it appears only once in treasure.

are	eat
as	set
at	star
tease	sure

SKILLS: Vocabulary - Word Recognition

MATERIALS: None

TEACHER DIRECTIONS: Word selected by the teacher counts as the first word in a sentence. Each word in the sentence must begin with the last letter of the preceeding word. Try to make the sentence as long as possible. When a sentence is ended, the last letter in the last word must be used to begin the next sentence.

SAMPLE ITEM: Try your reading games Sunday.

SKILL: Vocabulary - Word Recognition

MATERIALS: Newspaper

TEACHER DIRECTIONS: Print a word from the newspaper on the chalkboard in column form. Print the same word in reverse order a short distance away. Have the students write words beginning and ending with the letters that are opposite each other. Add another dimension to the activity by having the students use only words from the newspaper.

SAMPLE ITEM:

N	NEAR	R
E	EWE	E
W	WASP	P
S	SAUNA	A
P	PROP	P
A	ATTACKS	S
P	PAW	W
E	EDIBLE	E
R	ROBIN	N

SKILL: Vocabulary - Word Recognition

MATERIALS: None

TEACHER DIRECTIONS: Ask students to make lists of words that can be reversed to make new words.

SAMPLE ITEM:

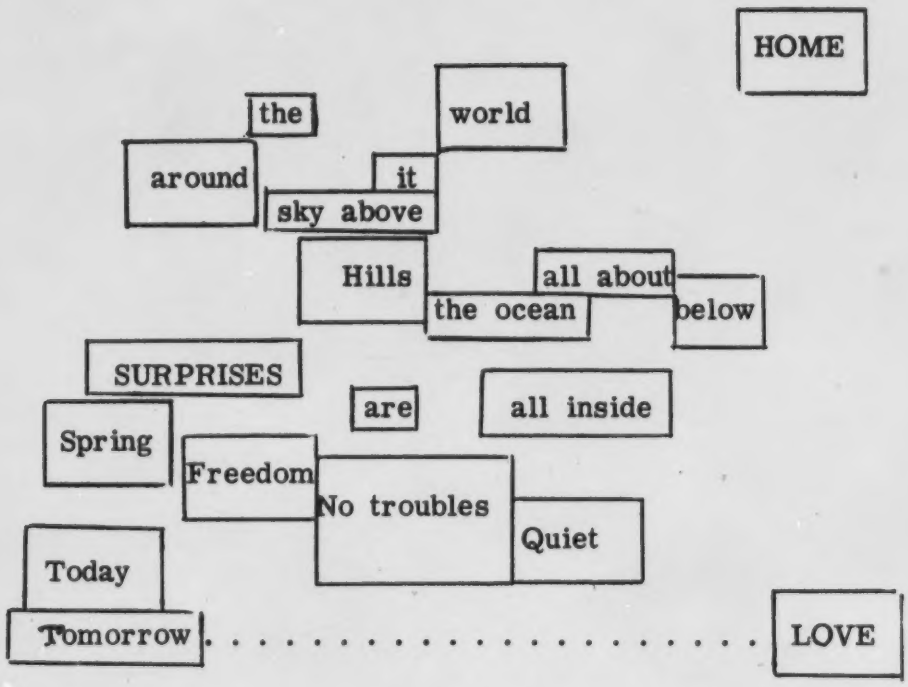
no - on
was - saw
bat - tab
part - trap
tub - but
step - pets
star - rats
stop - pots
pan - nap
ten - net

SKILL: Vocabulary - Word Recognition

MATERIALS: Newspaper, magazines, construction paper, glue, scissors.

TEACHER DIRECTIONS: This activity may be used to introduce new unit words, as ongoing filler activities for students who finish regular class work early, or for ending activities for summing up a unit.

SAMPLE ITEM: Directions: Browse through magazines or newspapers. Then, as ideas or a theme come to mind, cutout suitable words from article titles, advertisements. Lay the words out on paper before pasting down. Keep thought short and meaningful.



WORD RECOGNITION

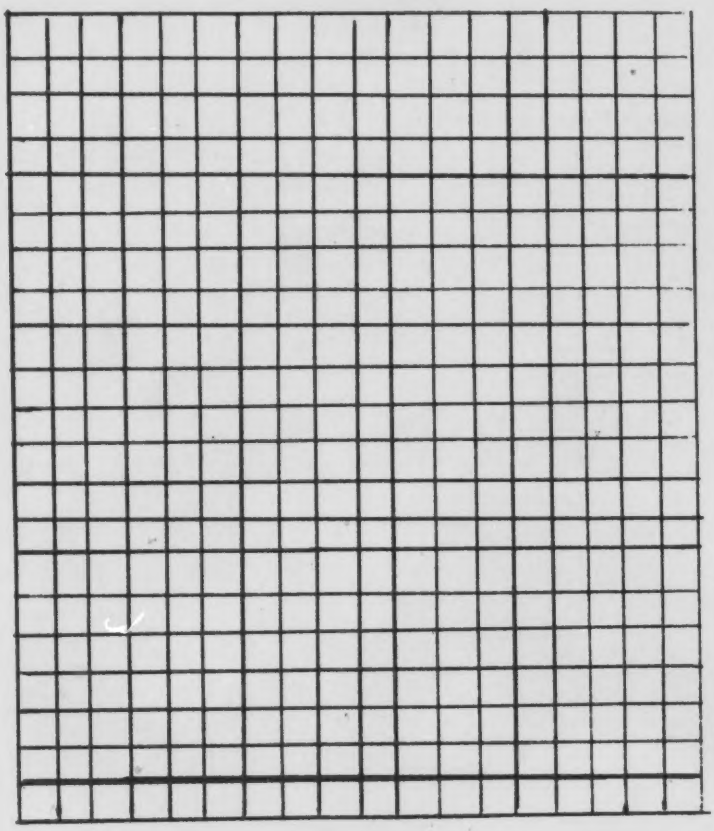
SKILL: Vocabulary - Word Recognition

MATERIALS: Pencil, paper, teacher-made vocabulary list for specific subject within content-area, ditto master p. 147

TEACHER DIRECTIONS:

On a sheet of ruled squares, arrange words in horizontal, vertical, or diagonal order - as shown on the sample below. Fill in the remaining squares with random letters. List words on side at bottom of sheet. Instruct students to find words within the squares that correspond to word list.

SAMPLE ITEM: Seek and Find Pencil and Paper Game



Volcanoes

Abate
Accuse
Bazaar
Bide
Calabash
Cannibal
Caterwall
Extinction
Gnaw
Heirloom
Pinon
Pronunciation
Saunter
Rumpus
Scud
Taper
Temblor
Uncouth
Vittle
Wheedle

SKILL: Vocabulary - Word Recognition

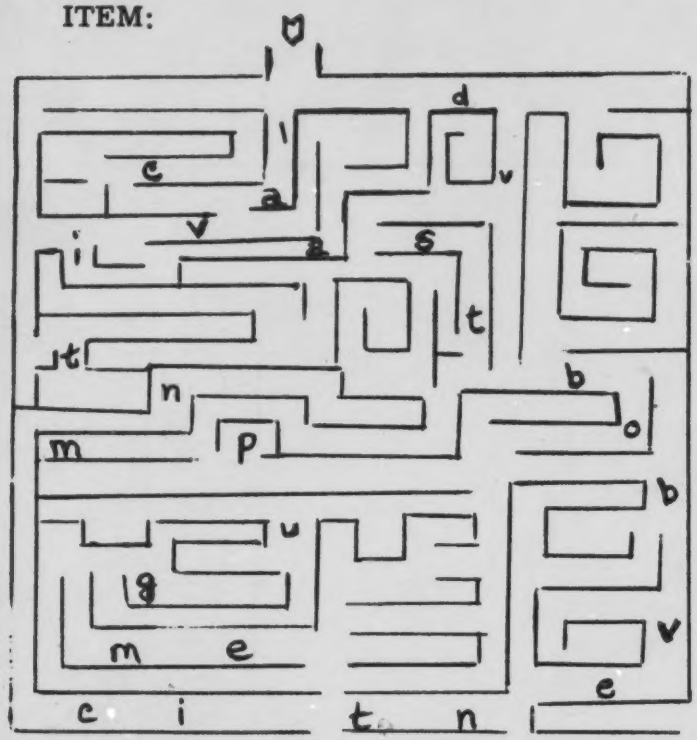
MATERIALS: Paper, pencil, teacher-made word list. Refer to Word Maze Master on page 149

DIRECTIONS: The student enters the maze. The object is to find words hidden in the maze. The student may be given the first letter of each word. The letters are in correct order within the maze. This may be a timed activity. After an appropriate length of time, the student is given the Answer Key and receives credit for each word found.

Word Maze Pencil and Paper Game

Answer Key Words
lava
dust
bomb
vent

SAMPLE ITEM:



WORDS
l _____
d _____
b _____
v _____

WORD RECOGNITION

SKILL: Vocabulary - Word Recognition

MATERIALS: Textbook, teacher-made exercise

TEACHER DIRECTIONS: Create a Bingo game using words introduced in a new chapter. Use the format of a Bingo card, but place words in the slots where numbers occur. Make about five different combinations of words to make it competitive. This game should be played after students have spent time studying the new vocabulary. This may be played by the entire class or in small groups.

SAMPLE ITEM: Bingo Pencil and Paper Game

B	I	N	G	O
villain	alibi	turban	cower	feeble
sculptor	looter	embankment	derision	gait
blether	brandish	arouse	sociable	nimbly
obsess	appall	luminous	vivid	omen
caress	dodger	thrash	half hearted	reluctant
obliterate	quetzal	burnish	tricorn	consult
grouse	tedious	heathen	pantaloons	deft
vibrate	numble	squander	natter	vinegar

SKILL: Vocabulary - Word Recognition

MATERIALS: Pencil, paper, teacher-made word list, timer or clock. Refer to Add-Up-The-Words Master on page 148

DIRECTIONS: Letters are written in each of the numbered spaces. The student is instructed to make as many words as possible from the letters in each of the numbered spaces. The object is to make as many words as possible in a 5-minute time period and have the high-est number score. For each word made from a space the student is given the number score indicated by the circled number in the space.

"Add Up the Words" Pencil and Paper Game

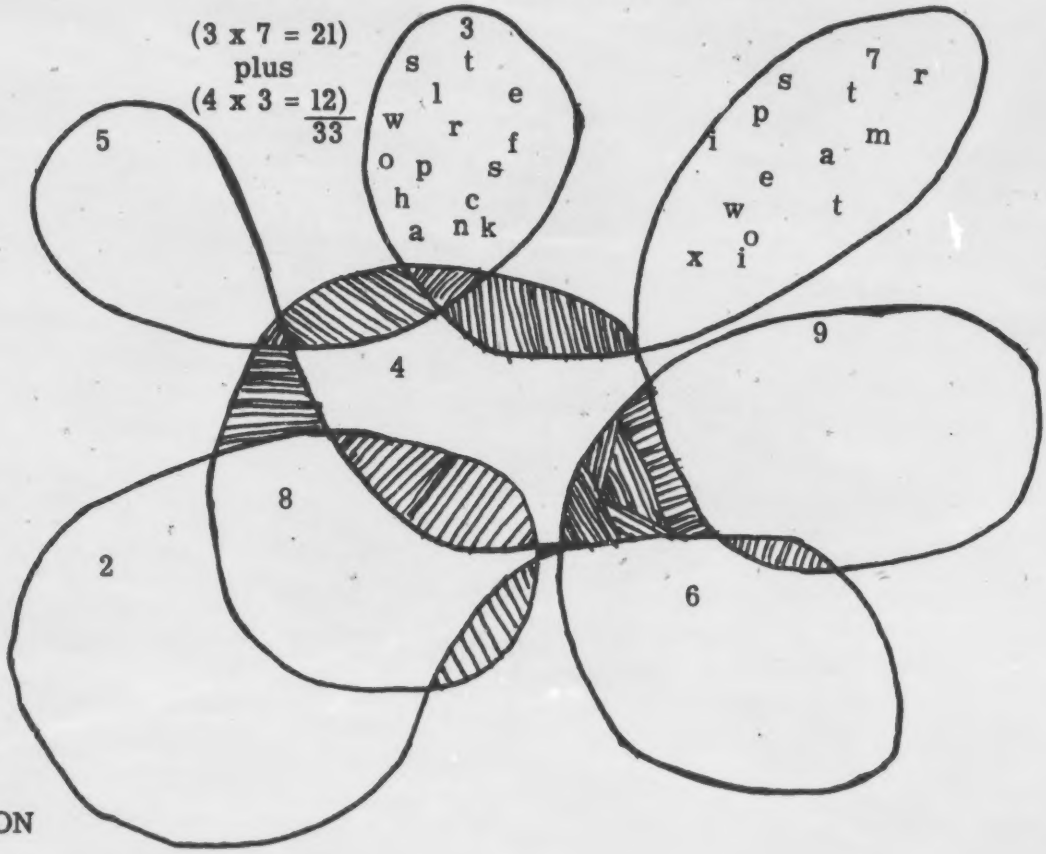
SAMPLE ITEM:

From the spaces below the following words can be made. Three of these words come from space (7) and four words from space (3). The student has made seven words, adding up to 33 points.

(7) star, mist, time

(3) ocean, flow, splash, color

(3 x 7 = 21)
plus
(4 x 3 = 12)
33



WORD RECOGNITION

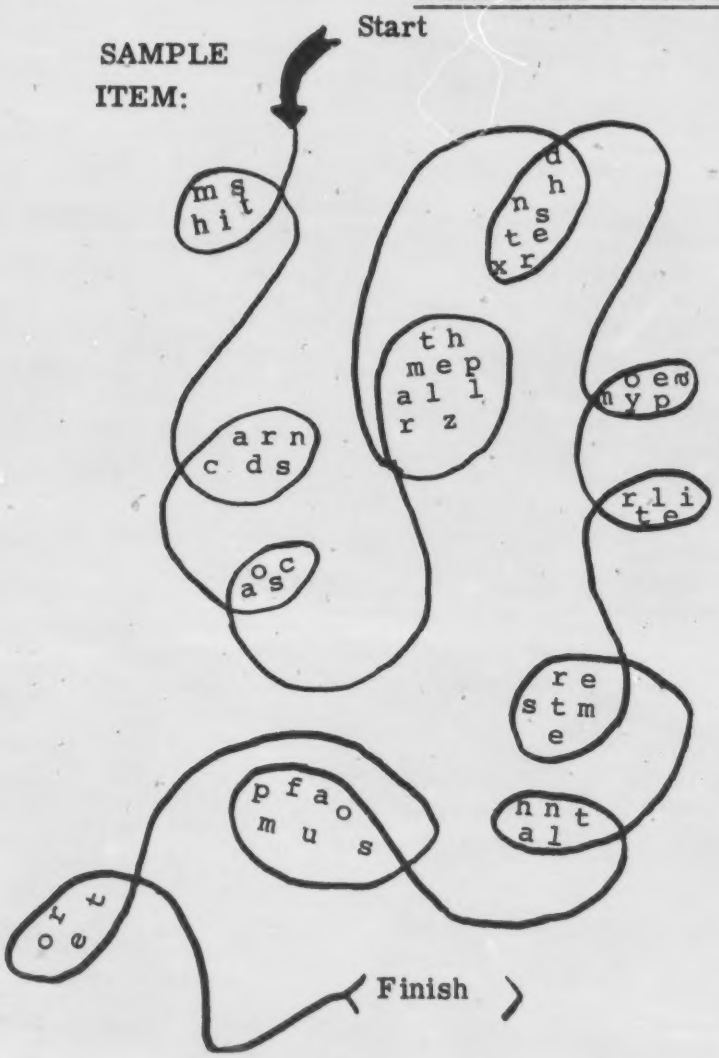
SKILL: Vocabulary - Word Recognition

MATERIALS: Paper, pencil, teacher-made word list. Refer to Word Twirl Master on page 146.

DIRECTIONS: The teacher selects five (5) words that are in some way closely related, i.e., the five words scrambled below are the names of objects the student would associate with poetry. The teacher places the letters of the words randomly in the loops as shown below. The student is instructed to start at the arrow and "travel" the line to the finish, selecting those letters that may be used to make the desired words.

Word Twirl Pencil and Paper Game

SAMPLE ITEM:



SUBJECT: POETRY

Answer Key
Words
stanza
haiku
meter
rhyme
foot

Words
1. _____
2. _____
3. _____
4. _____
5. _____

WORD RECOGNITION

SKILL: Vocabulary - Categorizing

MATERIALS: Textbook or other instructional materials, teacher - made worksheet

TEACHER DIRECTIONS:

The teacher selects categories that are related to a unit of study and develops a worksheet according to the format in the Sample Item. The students are asked to fill in the blanks. This can be an untimed or timed activity.

- -

SAMPLE ITEM:

Category	N	S	B	A	P	Total Points
Literature Terms	novel	short story			point of view	33
Prefixes	non-	semi-	bi-	anti-	pre-	3
Grammar Terms	noun	sentence		apositive	predicate	4
Verbs				auxilliary	passive	2 12

- -

ALTERNATIVES:

1. Students can be given blank charts and create their own categories.

2. Completed charts can be used to introduce simple outlines by having the students arrange the words in outline form.

3. Scanning techniques can be reviewed by having students use their textbook in order to complete the chart.

SKILL: Vocabulary - Categorizing

MATERIALS: Textbook or other instructional material, paper and pencil, word list

TEACHER DIRECTIONS:

Arrange words from word list in categories. Add one word that is language arts related but does not belong to the specific category involved. Instruct the student to cross out the word that does not belong in each group or category.

SAMPLE ITEM:

1. meter rhyme foot rhythmn
2. card catalogue call number dewey decimal bookshelf
3. table of contents title page book jacket index
4. short story bard novel poetry
5. non bi pre ic un

ANSWER KEY: Words that should be crossed out are as follows:

1. rhyme
2. bookshelf
3. book jacket
4. bard
5. ic

ALTERNATIVES:

Extra credit may be given to the student who can add a word (not included in the teacher's list) that belongs to one of the given categories.

SKILL: Vocabulary - Synonyms

MATERIALS: Textbook or other instructional materials, teacher-made exercise

TEACHER DIRECTIONS:

Develop an exercise from the textbook assignment or unit of study to help students expand their vocabulary through the study of synonyms.

SAMPLE ITEM:

Directions: Find the two words in each row that are most nearly alike in meaning. Circle the two words.

1.	quote	doing	saying	telling
2.	part	run-on	fragment	question
3.	middle	ending	action	plot
4.	ambiguity	unclearness	clarity	disguise
5.	collection	people	pieces	anthology
6.	poem	novel	book	article
7.	satire	humor	anger	sadness
8.	irony	imagery	informal	picture
9.	prop	seat	place	setting
10.	character	clause	person	stage

SKILL: Vocabulary - Synonyms

MATERIALS: Textbook or other instructional materials, teacher-made exercise

TEACHER DIRECTIONS:

Develop an exercise from the textbook assignment or unit of study. Help students expand their vocabulary through the study of synonyms.

SAMPLE ITEM

Word Scramble

Directions: Unscramble the letters in each pair of words that are alike in meaning.

1. gysnia _____
   euqto _____

2. nposre _____
   thrcaacre _____

3. otpl _____
   nciaot _____

4. tgnteis _____
   cplae _____

5. obok _____
   oevln _____

6. tnialsge _____
   splgaiiamr _____

7. estair _____
   rhomu _____

8. snrculaense _____
   ymaiigbut _____

9. ayhntoogl _____
   cnlcoeloit _____

10. ergfmtan _____
    rpat _____

SKILL: Vocabulary - Synonyms

MATERIALS: Textbook or other instructional materials, teacher made exercise

TEACHER DIRECTIONS: Develop an exercise from the class assignment to help students expand their vocabulary through the study of synonyms.

SAMPLE ITEM: Directions: Choose the synonym for each of the following words listed below.

1. abridge _____
2. definition _____
3. dialogue _____
4. plagiarism _____
5. narrative _____
6. composition _____
7. anecdote _____
8. drama _____
9. farce _____
10. plot _____

poetry	shorten	joke	com edy
meaning	chapter	conservation	order
storytelling	writing	mime	play
meter	outline	story	stealing

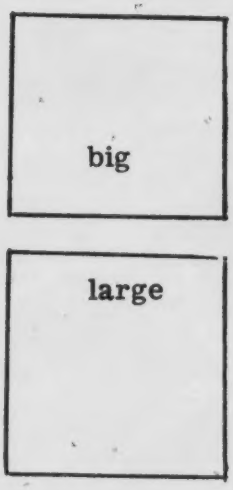
SKILL: Vocabulary - Synonyms

MATERIALS: Construction paper, word list (answer sheet)

TEACHER DIRECTIONS: Print selected words and their synonyms on card size pieces of construction paper. A deck might be comprised of from fifteen to forty word pairs. Shuffle the deck and lay the cards face down in rows. As in concentration, each student turns two cards over, keeps matched pairs of synonyms and replaces unmatched cards face down in the original position. (Students may consult answer sheet.)

SAMPLE ITEM:

big	large
little	small
start	begin
present	gift
right	correct
clear	bright
fasten	stick
cry	weep



ALTERNATIVE: Card decks may be based on antonyms or homonyms as well.

SKILL: Vocabulary - Synonyms and Antonyms

MATERIALS: Cartoons and file folders

TEACHER DIRECTIONS: Attach cartoons to the left side of folders. Circle words in the cartoon appropriate for antonym or sy nonym practice. On the right side of the folder print the following directions with a list of corresponding synonyms or antonyms which match the circled words in the cartoons.

SAMPLE ITEM: Directions: Read the cartoon and choose the best synonym from the list below for the circled word in the cartoon.

1. conform
2. little

a. fail
b. agree
c. later
d. large
e. small

SKILL: Vocabulary - Antonyms

OBJECTIVES: To help the pupil learn new words and retain them.

TEACHER DIRECTIONS: Divide the class into teams of six members each. Pronounce a word and use it in a sentence. Each pupil on a team that gives a word of the opposite meaning scores a point.

SAMPLE ITEM: Tame

The lion was (tame/wild).

SKILL: Vocabulary - Word Meaning

MATERIALS: Pencil, paper, teacher-made word list with definitions. Refer to Matching Spaces Master on page 150.

DIRECTIONS: Students are instructed to match the words in double-lined rectangles with their meaning in single-lined rectangles.

SAMPLE ITEM: Matching Spaces Pencil and Paper Game

A1 _____
A3 _____
A5 _____
A8 _____

The word "tedious" in rectangle A1 matches the definition in rectangle C2. Student would write C2 in line after A1, as shown below.

	A	B	C	D	
1	tedious				1
2	wait; stay	debut	boring	check	2
3	vow	promise, pledge			3
4	first public appearance	octave			4
5	bide				5
6			eight notes on a musical scale		6
7					7
8					8

WORD MEANING

SKILL: Vocabulary - Word Meaning

MATERIALS: 3 x 5 cards (2 cards per word) scissors, glue

TEACHER DIRECTIONS: MATCHING CARDS GAME

Divide the students into groups of 4 to 8. Assign or have students think of a word or phrase that pertains to the subject and write it on one card. Then draw or find an illustration of the word or phrase on another card. Collect the cards into two separate decks (i. e. phrase deck and picture deck) and shuffle each deck. Each student is dealt a card from each deck. The students then try to be the first to match their cards correctly. The players decide by vote if the cards match. This encourages discussion about word meaning and interpretations.

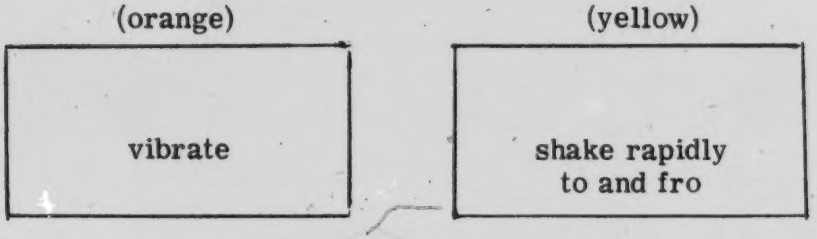
ALTERNATIVES: The teacher may select the words and pictures, but that deprives the students of an opportunity to think creatively.

Each author holds on to his phrase card. The picture cards are called and are distributed so that no one has his own. The phrase author holds up his card and the others try to match their pictures to it. When the correct picture is matched the two explain how they came to their decision. Continue around the circle until all are matched.

SKILL: Vocabulary - Word Meaning

MATERIALS: (1) Index cards or construction paper (if laminated for longer wear) cut into 3" x 5" cards - at least 50 cards should be made; 25 of one color and 25 of another
(2) Felt-tipped writing pen

TEACHER DIRECTIONS: On the face side of the first 25 cards a single word is written. For each of these words the remaining 25 cards have a matching definition. If construction paper is used, separate colors should be chosen for the vocabulary and the definitions.



HOW THE GAME IS PLAYED

Zimbo - Card Game

All of the word cards are dealt evenly to the players. The definition cards are placed face down in the center of the table. The player to the left of the dealer begins the game by taking the first card from the center pile. The player must match the definition card with one of the word cards in his or her hand. If this cannot be done, the card is returned to the bottom of the pile. If the card can be matched, a "book" is made and the matching cards are placed on the table in front of the player. The WINNER is the first player to match all of the cards.

ALTERNATIVE:

One -half of the cards may have drawings or pictures related to the subject and the matching half may contain phrases or sentences which are related to the pictures.

WORD MEANING

SKILLS: Vocabulary - Word Meaning

MATERIALS: Poster board (or board similar in weight and construction); magic markers; felt-tipped writing pens; white glue* - masking tape* - scissors*; pencil and paper for each player; dice; place markers (wooden blocks or toothpaste caps) for each player, each identified by a different color; one-minute timer, (or clock with second hand). Refer to Board Game Master on page 151
*-optional

TEACHER DIRECTIONS:

1. Select a sheet of poster board not less than 24" x 30" and copy the design, illustrated on page on the poster board with a pencil.
2. Fill in leters of the alphabet as shown.
3. In the larger spaces write words (as illustrated or other selected words that are appropriate). Optional: Instead of words, use drawings or pictures of objects that are appropriate.
4. With felt-tipped writing pen, trace the letters and words you have written in pencil.
5. With magic markers, outline the larger spaces.

HOW THE GAME IS PLAYED

"Lets Travel" - Board Game

1. The first player rolls the dice and moves the marker the correct number of spaces.
2. The player must, in one minute, write as many language arts - related words as possible that begin with the letter in the space. If the marker lands on a word space the player must, in two minutes, write a definition for the word that is in the word space.
3. Each player proceeds in the same manner as the first player.
4. The first player to arrive in the Goal space with the most correctly spelled and correctly defined words wins the game.

SKILL: Vocabulary - Word Meaning

MATERIALS: 3 Driver's Handbooks (two for cutting, one for checking), 2 colors of tagboard (white and blue), poster board, scissors, magic marker, glue, laminating film(optional), rubber bands.

TEACHER DIRECTIONS:

Cut both colors of tagboard into 2" X 3 1/2" cards. From the Driver's Handbooks, cut out and mount on one side of each card, a traffic symbol (white cards) and the matching definition (blue cards). Mark the same number or symbol on the back of matching blue and white cards. Laminate cards if desired. Divide the matching cards into three categories: Regulatory & Information; Traffic & Highway Signs or Warning Signs. Separate the blue and white cards and put a rubber band around each stack.

Prepare the game board by marking twenty 2" X 3 1/2" sections (4 down, 5 across) and a 2" margin along the top of the tagboard. Darken the lines and add any additional artwork with magic marker. Laminate if desired.

Reproduce the directions found in the Sample Item.

(continued)

SAMPLE
ITEM:

GAME FOR FLORIDA DRIVER'S HANDBOOK

DIRECTIONS: Traffic Signs

Select a set of Road Cards, either:

(1) Regulatory & Information, or

(2) Traffic & Highway Signs, or

(3) Warning Signs

Place the white (symbol) cards face"up" in the sections on the board. Place the blue (definition) cards in a stack face "up" in the margin at the top of the board. Each player, in turn, takes the top card, reads it and tries to match the meaning on the blue card with the symbol on the white card.

Continue until all cards are matched. The player with the most matched pairs wins the game.

Each player can check for accuracy by checking the backs of the blue and white cards for matching numbers or symbols, or by finding the information in the "Florida Driver's Handbook". When a player fails to make a match he places the blue card at the bottom of the stack to be used again.

Alternative: For more of a challenge, place the white (symbol) cards face "down" on the gameboard.

WORD MEANING

SKILL: Vocabulary - Multiple Meaning

MATERIALS: Vocabulary words used in language arts that also have other meanings

TEACHER DIRECTIONS:

List words found in language arts that often have other meanings. Have students match each word with the appropriate meaning

---

SAMPLE ITEM: set plot grave squall

1. _____ master plan or action of a story or play.
2. _____ an artificial setting for a scene of a play or motion picture.
3. _____ a sudden violent wind often with rain or snow.
4. _____ a measured piece of land.
5. _____ serious, thoughtful.
6. _____ fixed, rigid.
7. _____ burial spot; tomb.
8. _____ to cry or scream loudly or harshly.

SKILL: Vocabulary -- Multiple Meanings

MATERIALS: Teacher made worksheet

TEACHER DIRECTIONS:

The teacher develops a word list of car model names. Students are asked to find out the meaning of the name. Classroom discussion follows and centers on deciding why the manufacturer chose that particular name.

SAMPLE ITEM:

Ambassador	Javelin
Barracuda	Mach I
Centurion	Marquis
Cobra	Maverick
Comet	Nova
Continental	Pinto
Coronet	Roadrunner
Cutlass	Scamp
Dart	Skylark
Firebird	Tempest
Gremlin	Thunderbird
Impala	Valiant

ALTERNATIVES: Students can be asked to design and name a car of their own.

SKILL: Vocabulary - Context Clues

MATERIALS: Textbook or other instructional material, teacher-made exercise

TEACHER DIRECTIONS:

Using words taken from the class assignment or unit of study, create an exercise to help students decipher word meaning through the use of context clues.

SAMPLE ITEM:

Directions: Select the word that belongs in the blanks from those definitions listed below.

1. The outlaws began to _____ the hold up.
2. When one awakens to the beauty of morning its _____ quality fills the day.
3. The road signs were _____ and this greatly confused and angered the driver.
4. The puppy was sad-eyed and hungry, muddy and matted, utterly _____.
5. John sat outside and watched the sheets _____ on the clothesline.

a. wretched - full of suffering; miserable

b. ambiguous - doubtful, uncertain, unclear

c. plot - to secretly plan to accomplish an evil or unlawful end

d. aesthetic - appreciative of, responsive to the beautiful

e. billow - to swell out or bulge

CONTEXT CLUES

SKILL: Vocabulary -- Context Clues

MATERIALS: Textbook, 24" x 3" strips of construction paper, one black marking pencil, one red marking pencil

TEACHER DIRECTIONS: The teacher selects sentences from the textbook which contain words in italics or words with which she expects the students to become familiar. Each sentence is printed on a strip of paper. The word to be learned is printed in red. The students are asked to figure out the meaning of the word by using the other words in the sentence as clues.

SAMPLE ITEM:

1. The scribes kept records of accounts and other documents.
2. Farming is done in the country; not in the urban area.
3. Christians have one god; but the Sumerians had many deities.

ALTERNATIVES: Lessons of this type can be produced in worksheet format.

SKILL: Vocabulary - Words in Context and Sentence Building

MATERIALS: Index cards (3" x 5" one side lined, plain); felt-tipped pen; dice; Magic Markers - red, yellow, and blue; paper and pencil for each player; selected vocabulary list containing nouns, verbs, and modifiers; approximately 20 each (for two players)

TEACHER DIRECTIONS: (1) Mark across corner (lined side) an even number of cards - red, yellow and blue. red = verbs; blue = nouns; yellow = modifiers. (At least 20 cards for each color)
(2) On plain side of card, using felt-tipped marker, place nouns, verbs, and modifiers according to color card. Note: All words should come from a related vocabulary list. See sample list that follows.

HOW THE GAME IS PLAYED

Sentence Mate

To begin the game, all blue, red, and yellow cards are placed, word side down (color side up) in the center of the table in their respective piles. First player throws dice and may pick up the number of cards indicated by the number on the dice. Any combination of colors may be chosen as long as the correct total number of cards are chosen. Each player proceeds in turn until one of the players has enough cards to make a sentence. Only one card of each color is required to make a sentence. Players may hold cards as long as they choose before making a sentence. Players may, when it is their turn, exchange a card from their hand for a card from the table if they prefer. (Always a card of the same color must be exchanged) The object of the game is to make a sentence from the cards selected. The sentence is written on the player's paper. The player with the most words used in sentences when the last card is pulled from the deck WINS THE GAME!!!

SAMPLE ITEM

SENTENCE MATE

(blue) (B) NOUNS	(red) (R) VERBS	(yellow) (Y) MODIFIERS
1. privilege	1. banter	1. perfect
2. imagination	2. defame	2. emphatic
3. defendant	3. commence	3. notorious
4. gaffer	4. relinquish	4. futile
5. intercessor	5. elope	5. hirsute
6. companion	6. proceed	6. baleful
7. desperado	7. kick	7. gall
8. outbreak	8. mature	8. gaiety
9. immigrant	9. cater	9. detrimental
10. glee	10. indulge	10. fusty
11. bonus	11. own	11. infamous
12. kinsfolk	12. kidnap	12. religous

By using 3(Y), 7(B), 3(R), 6(B), 5(Y), and 3(B), the following sentence is constructed:

The notorious desperadoes commence to shave their hirsute faces when called as witnesses for the deceitful defendant.

CONTEXT CLUES

SKILL: Vocabulary - Syllabication

MATERIALS: Instructional material, teacher made exercise

TEACHER DIRECTIONS:

Take a paragraph or more from the assignment and leave out the syllables in some of the words. Have students add the missing syllables using the book first, and then without the book when they feel confident enough.

SAMPLE ITEM:

A cer_____ king and queen had three daugh_____.
The charm of the two _____der were more than
com_____, but the beauty of the _____est was
such that the pov_____ty of lan_____is _____able
to _____press its praise. In fact, Ve_____
found her al_____ de_____ed, while
men paid their vows to this vir_____. When
Psyche passed, the peo_____ sang her praises and
strewed her way with chap_____ and flowers.*

*Source: Gayley, Charles Mills, Classic Myths in English Literature and in Art (Ginn, 1939) p. 128.

SKILL: Vocabulary - Syllabication

MATERIALS: Word list, teacher-made exercise

TEACHER DIRECTIONS:

Compile a list of words from the textbook assignment or the unit being taught. Read the words aloud and have students indicate by a numerical symbol how many syllables are found in the word.

SAMPLE ITEM:

Teacher's List	Student's List
1. autobiography	1. 6
2. dialect	2. 3
3. biography	3. 4
4. play	4. 1
5. characters	5. 3
6. imagery	6. 3
7. drama	7. 2
8. metaphor	8. 3
9. simile	9. 3
10. dialogue	10. 3

SKILL: Vocabulary - Syllabication

MATERIALS: Word list, teacher made excerise

TEACHER DIRECTIONS:

Compile a list of words from the textbook assignment or the unit being studied. Have students write the syllables of each word in the spaces provided.

SAMPLE ITEM: Directions: Write the syllable parts of each word on the spaces provided.

1. syntax _____ _____
2. connotation _____ _____ _____ _____
3. alliteration _____ _____ _____ _____ _____
4. climax _____ _____
5. rhythm _____ _____
6. metaphor _____ _____ _____
7. stanza _____ _____
8. meter _____ _____
9. ballad _____ _____
10. intonation _____ _____ _____ _____

SYLLABICATION

SKILL: Vocabulary - Syllabication

MATERIALS: Textbook, teacher - made worksheet

TEACHER DIRECTIONS:

The teacher selects words from a given textbook or chapter. Each word is divided into syllables. The syllables in each word are scrambled. The student is asked to unscramble the syllables and make a word.

SAMPLE ITEM: Directions: Unscramble the syllables to make a word. Write the word in the space provided.

1. dote an ec _____
2. tive ad jec _____
3. me phor ta _____
4. logue no mo _____

ALTERNATIVES: The syllables of a word can be printed on cards of the same color. The student is asked to arrange the cards to make a word and then write it on his paper. Sets of syllable words are kept in envelopes for use at learning stations.

SKILL: Vocabulary - Syllabication

MATERIALS: None

TEACHER DIRECTIONS:

Have students make up a sentence which begins with a one syllable word. Follow this with a two syllable word, a three syllable word, and so on until they have gone as far as they can go. Students then finish the sentence by decreasing by one the number of syllables in each succeeding word (the last word in the sentence should be a one syllable word).

Example: "The doctor diagnosed malevolent appendicitis, inflammation presently very great."

SYLLABICATION

SKILL: Vocabulary - Syllabication

MATERIALS: Haiku poetry, illustrations to complement the poetry

TEACHER DIRECTIONS:

The haiku is an unrhymed form of Japanese poetry expressing a thought in three lines composed of seventeen syllables. Have the students write the haiku with the first line containing five syllables, which tells what the subject is, the second line containing seven syllables, which tells where the subject is, and the third line containing five syllables, which tells how or what the subject is doing.

- - - -

SKILL: Vocabulary - Prefixes, suffixes and compound words

MATERIALS: Newspaper

TEACHER DIRECTIONS:

Teacher determines what area needs to be practiced by students. Students scan an article and circle all prefixes, suffixes, or compound words of one, two, or more syllables.

- - - -

SKILL: Vocabulary - Prefixes

MATERIALS: Dictionary of Word Parts, textbook or other instructional material, teacher - made exercise

TEACHER DIRECTIONS:

Complete a list of words from the textbook (or other) assignment or unit of study which contain prefixes. Help the students to decipher meaning by using prefix clues in vocabulary assignments.

SAMPLE ITEM:

Directions: Using your Dictionary of Word Parts, (pp. 117-125 in Appendices) fill in the blanks.

1. Observe has the prefix _____ which means _____.
   Observe means _____.

2. Transfer has the prefix _____ which means _____.
   Transfer means _____.

3. Combination has the prefix _____ which means _____.
   Combination means _____.

4. Bimonthly has the prefix _____ which means _____.
   Bimonthly means _____.

5. Prevent has the prefix _____ which means _____.
   Prevent means _____.

6. Collate has the prefix _____ which means _____.
   Collate means _____.

7. Circumstance has the prefix _____ which means _____.
   Circumstance means _____.

8. Examination has the prefix _____ which means _____.
   Examination means _____.

9. Produce has the prefix _____ which means _____.
Produce means _____.

10. Aquafilter has the prefix _____ which means _____.
Aquafilter means _____.

SKILL: Vocabulary - Prefixes

MATERIALS: Textbook or other instructional materials, Dictionary of Word Parts (117-125), teacher-made exercise

TEACHER DIRECTIONS:

Compile a list of words from the textbook or other instructional materials for the unit of study which contains prefixes. Help students to decipher meaning by using prefix clues in vocabulary development.

SAMPLE ITEM:

Directions: Fill in the blanks using your knowledge of prefixes.

1. Antebellum mansions were built _____ the Civil War.
2. When something explodes it bursts from the inside _____?
3. If a weather watcher predicts a storm, he has announced his knowledge of it _____ it happens.
4. If a detective tells about the circumstances of a robbery, he must know about all the facts, events and influences _____ it that caused this to happen.
5. To remember a fact you must bring it from memory or think about it _____.

SKILL: Vocabulary - Prefixes

MATERIALS: Textbook or other instructional materials, Dictionary of Word Parts on pages 117-125., teacher -made exercise

TEACHER DIRECTIONS:
Compile several sentences from the textbook assignment or other instructional material which contain prefixes and develop exercises to help students use prefix clues in deciphering meaning.

SAMPLE ITEM:

Directions: Read the sentences below. Using your knowledge of prefixes, choose the correct response to the question given.

1. The pressure builds up to such a point that the soda bottle explodes in the trunk of the car.

Which is the true statement about the bottle?
   a. It has not changed.
   b. It gets smaller because all the soda and glass comes closer together.
   c. Its particles shoot out across the trunk.

2. We retraced our steps on the trip home.

Which is the true statement?
   a. We traced our steps again on the trip home.
   b. We mapped out our steps before we made the trip home.
   c. We traced our steps after we made the trip home.

3. By analyzing the engine the mechanic fixed the car.

Which is the true statement?

The mechanic can fix the car:

a. by looking at the engine all at once.
b. by looking at the separate parts of the engine.
c. by lying again about the engine.

4. The farmer produces little wheat.

Which is the true statement about the farmer?

a. He brings forth little wheat.
b. He takes away little wheat.
c. He stores up little wheat.

SKILL: Vocabulary - Suffixes

MATERIALS: None

TEACHER DIRECTIONS: Make a list of basewords. Have students add prefixes and suffixes to the basewords. Make as many words as possible by using the basewords below.

SAMPLE ITEM:

Pay
Kind
Health
Sense

Prefix	Baseword	Suffix
RE	PAY	MENT
UN	KIND	NESS
	HEALTH	Y
NON	SENSE	

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook or other instructional materials, teacher-made exercise, Dictionary of Word Parts pp. 117-125

TEACHER DIRECTIONS:

Compile a list of suffixes from the textbook assignment or unit of study. Help students to decipher meaning of words by using suffix clues.

SAMPLE ITEM:

Direction : Using your Dictionary of Word Parts match the suffix to its proper meaning.

1. abbreviation	a. state, process of being
2. protagonist	b. act, state or act of _____ing
3. aesthetics	c. occupation, doer
4. expletive	d. doing
5. fragment	e. tending to, having to do with
6. modifier	f. of, like, pertaining to
7. independent	
8. exclamatory	
9. euphemism	
10. improvisation	

SUFFIXES

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook or other instructional materials, teacher-made exercise, Dictionary of Word Parts, pp. 117-125

TEACHER DIRECTIONS:

Compile a list of suffixes from the class assignment or other instructional unit. Help students to decipher meaning of words by using suffix clues.

SAMPLE ITEM:

Directions: Create a new word by adding suffixes to the following:

1. alliterate + tion = _____
2. clear + ity = _____
3. interrogate + ive = _____
4. modify + er = _____
5. poetry + ic = _____
6. compose + tion = _____
7. ambiguous + ity = _____
8. pasture + al = _____
9. determine + er = _____
10. demonstrate + ive = _____

CAUTION: Some words will need a change in spelling.

SUFFIXES

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook, teacher-made exercise, Dictionary of Word Parts, pp. 117-125

TEACHER DIRECTIONS: Compile a list of words for the class assignment which contain suffixes and develop an exercise which helps students to use suffix clues.

SAMPLE ITEM:

SUFFIXES

Directions: Underline the suffix. Then define the whole word on the blank line.

The meaning of some suffixes is obvious
e.g., careful full of care

Some suffixes mean state of or act of being:

ex. abbreviation act or state of shortening

alliteration _____

composition _____

conclusion _____

conjunction _____

connotation _____

definition _____

punctuation _____

preposition _____

Some suffixes mean nature of:

Ex. active _____ nature of acting _____

adjective _____

collective _____

declarative _____

demonstrative _____

descriptive _____

Some suffixes mean like resembling, characterized by:

Ex. aesthetic characterized by beauty _____

allegory _____

imagery _____

epic _____

formal _____

informal _____

Many suffixes indicate who a person is, what he or she does, doer:

determiner _____

protagonist _____

Ex. modifier _____ one that modifies _____

antagonist _____

SUFFIXES

SKILL: Vocabulary - Suffixes

MATERIALS: Textbook or other instructional material, teacher-made exercise, Dictionary of Word Parts, pp. 117-125

TEACHER DIRECTIONS:

Compile a list of words from the class assignment which contain suffixes. Help students to decipher meanings by using suffix clues.

SAMPLE ITEM:

Directions: Select from the following list the words whose suffixes have the meaning given below. Complete the definition of the word on the line. Use your Dictionary of Word Parts when necessary.

active	clarity
plagiarism	conclusion
literature	

1. _____ state or condition of being _____
2. _____ tending _____
3. _____ act of _____ ing.
4. _____ state of _____
5. _____ state _____ manner.

SKILL: Vocabulary - Spelling

MATERIALS: Language Arts word list

TEACHER DIRECTIONS:

Divide the class into two teams. A player may choose a word from a five cent, fifteen cent or twenty-five cent category - words are grouped in categories of difficulty from five to twenty-five cents. Add the value of a correct word to the team's score. If a player mispells a word, it is not necessary to sit down, but the team does not add that word's value to its final total.

SAMPLE ITEM: SPELLING MONEY BANK

5¢	10¢	25¢
bank	accuracy	abeyance
bony	algae	astronomical
claw	bazar	brigantine
deft	chantey	chandelier
envy	coax	contemptuous
fancy	dodger	escarpment
flush	eerie	hieroglyphics
gram	hideous	reconnaissance

SKILL: Vocabulary - Spelling

MATERIALS: None

TEACHER DIRECTIONS:

Players sit in a semicircle and one person begins the game with a letter (the person should have a language arts word in mind). The next person in the circle adds a letter, as does the next, and so on. The player who ends a word subtracts a point. The lowest score wins.

SKILL: Vocabulary - Spelling

MATERIALS: Several spelling lists

TEACHER DIRECTIONS:

SKILL: Vocabulary - Spelling

MATERIALS: Several spelling lists

TEACHER DIRECTIONS: A leader is appointed in each row, each leader is supplied with a list of spelling words. The leader pronounces the first word from the list. The first student in each row (not the leader) uses the blackboard and writes the word as quickly as he can. If he mispells the word the next student in the row must correct it. If he also misses it the next speller must see that it is corrected. The team that completes the list is the winner.

SPELLING

COMPREHENSION

ACTIVITIES

SKILL: Comprehension - Details

MATERIALS: Newspaper

TEACHER DIRECTIONS:

Teacher develops questions related to an article asking; who, what, where, when, why, how. Students search article for answers to questions.

SAMPLE ITEM:

Directions: Read the following article and answer the following questions.

U.S., SPAIN REACH AGREEMENT ON DECLARATION TO BE SIGNED

WASHINGTON (AP)--The United States and Spain agreed Saturday on the broad outlines of a declaration of principles to be signed by Secretary of State Henry A. Kissinger on a visit to Madrid July 9.

A joint communique, issued after a 45-minute visit by foreign minister Pedro Cortina, said the two governments "will continue to cooperate in the area of defense and will coordinate their common efforts with those of existing Atlantic organizations."

The declaration will parallel an agreement reached last Wednesday in Ottawa on wider and more intimate consultation between the United States and its allies in the North Atlantic Treaty Organization.

Kissinger and Cortina also agreed to have negotiations begin later in the summer on terms for the renewal of a 1970 defense pact that provides American military bases in Spain.

(continued)

in exchange for an estimated $300-million in grants, loans and military equipment. That agreement expires Sept. 26, 1975.

The communique said cooperation between the United States and Spain over the last 20 years has helped "to preserve the values, ideals and aspirations based on the dignity and freedom of the individual."

Ambassador Robert J. McCloskey was assigned to represent the United States in negotiating final terms. Cortina told newsmen he and Kissinger had reached agreement, "more or less."

However, John King, a State Department spokesman, said he did not know whether the declaration of principles would include a human rights section paralleling the Ottawa declaration.

The communique said the two governments "will scrupulously respect sovereign equality, territorial integrity, political independence and the rights to govern themselves freely and to pursue their welfare."

1. Who agreed on an outline of principles?

2. What was agreed upon?

3. Why was the agreement signed?

4. How will the agreement help the two countries?

5. When will the agreement be signed?

ALTERNATIVES:

Can be used as a total class activity. Duplicate an outline in which only the main ideas appear but where the details are to be found in the newspaper story.

DETAILS

SKILL: Comprehension - Details

MATERIALS: Textbook or other instructional materials, 3 x 5 cards.

TEACHER DIRECTIONS:

The teacher selects 4-6 paragraphs from the textbook. The main idea of each paragraph is typed on a colored card. The remaining sentences from each paragraph are typed on cards of another color. All of the cards are shuffled. The students are asked to match each sentence with the correct main idea.

SAMPLE ITEM:

1. A cool hood meant that the car had not just returned from a twelve-hour trip, as John Abbott said.

****

Therefore, the hood was not hot.

John Abbott said that he had reached his sister's house.

Only "five minutes" before Chief Brown arrived.

Remember he said he had made only one stop during the twelve-hour trip.

Instead the baby smiled and gurgled happily.

If John had just driven from Sundale Shores, the motor and hood of his car would still have been burning hot.

If that was true, his little nephew, who was barefoot, would have cried out in pain when he stood on the hot hood of the car.

The Young American Basic Reader, Level 12, Lyons & Carnahan; Chicago, 1974.

DETAILS

SKILL: Comprehension - Locating the Facts

MATERIALS: Textbook or instructional materials and teacher-made questions

TEACHER DIRECTIONS:

Questions are listed before the story or passage is read. The students locate the information needed to answer the questions as they read.

SAMPLE ITME:

Directions: Look for the answers to these questions as you read the following selection.

1. What caused Lou Gehrig's playing habits to change?
2. How did the sports writers feel about him?
3. What happened in 1939 which affected Lou Gehrig's career?

PARAGRAPH

SKILL: Comprehension - Sequence

MATERIALS: Textbook or other instructional materials, construction paper.

TEACHER DIRECTIONS:

Select a short paragraph from the text and put each sentence on a strip of construction paper. Mix them in a box. Each student or group of students must arrange the strips in order. Compare results with original paragraph. Discuss the differences between the author's paragraph and the group paragraph.

Key words to help students determine sequence of events:

first	when
then	while
next	after that
in the meantime	and then
as a result	at least
finally	

SAMPLE ITEM:

Directions: Organize the sentences into a complete paragraph.

Carefully he unhooked the wire that held the machine to the starting track.

He warmed up the motor.

It was Orville's turn to try.

The noisy machine started forward very slowly.

Then he climbed into position.

The Young America Basic Reading Program Level 12
Lyons and Carnahan, 1974 p. 220

SKILL: Comprehension - Sequence

MATERIALS: Student made

TEACHER DIRECTIONS: Have members of the class write directions for an "every day" task. Select individuals to read the directions and perform the task.

SAMPLE ITEM: Write directions to an "every day" task. Include all the steps. Questions to ask.

1. What was left out? How does this change the interpretation of the directions?

2. What causes trouble because the writer has not stated the directions clearly?

ALTERNATIVE: Have class study examples of directions to see if writers have stated them clearly. (Sources: income tax forms, insurance forms, science experiments, sewing directions).

SKILL: Comprehension - Sequence

MATERIALS: Comic Strips from newspapers, comic books, and magazine

TEACHER DIRECTIONS:

Cut comic strips into pieces and have students put them in the correct sequence. Allow students to trade strips and if necessary, explain the joke to their classmates.

SAMPLE ITEM: Directions:

Put the pieces in the correct order to make a joke.

ALTERNATIVES: Some comic strips will be more difficult than others. This exercise could be scaled by distributing easy strips first and gradually increasing the difficulty of the task.

SKILL:	Comprehension - Main Idea
MATERIALS:	Paragraph(s) from text or related reading
TEACHER DIRECTIONS:	Distribute paragraph(s). Have students paraphrase the paragraph(s) in as few sentences as possible.

SAMPLE ITEM:	Directions: Read the paragraph(s) and rewrite it in as few sentences as possible.

MAIN IDEA

SKILL:	Comprehension - Main Idea
MATERIALS:	Textbook or other instructional material
OBJECTIVE:	To help students develop skills in finding the main idea

TEACHER DIRECTIONS:

Ask students to compose a telegram based on a paragraph. See if other students can guess the meaning of the paragraph.

SKILL: Comprehension - Main Idea

MATERIALS: Articles cut from the newspaper, teacher-made questions.

TEACHER DIRECTIONS:

Find and distribute articles in which the main idea is presented in the first paragraph. Ask or hand out and have the students answer the sample questions.

SAMPLE ITEM: Directions: Read the article(s). Answer the following questions:

1. What information does paragraph one contain? Discuss the four W's - who, what, where, when and sometimes why!

2. Why wouldn't the second paragraph qualify as the the main idea?

3. What idea does paragraph two, three, four, etc. develop and to what does it refer in paragraph one?

SKILL:	Comprehension - Main Idea
MATERIALS:	Paragraphs from text or related readings, teacher-made directions
TEACHER DIRECTIONS:	Explain how a topic noun functions in a paragraph. Distribute selected paragraphs. Have students locate the topic noun and trace it throughout the paragraph. (Identifying and tracing the topic noun may help them in determining the main idea and locating supporting facts and details.)

SAMPLE ITEM:	Directions: Find the topic noun in the following paragraph(s) and trace it through. Give the main idea based on your discovery.

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Examples of Haiku poetry

TEACHER DIRECTIONS: Writing Haiku poetry is an exercise in sticking to the point. Haiku expresses an "immediate sensation" - an image which may be interpreted as a single idea.

Distribute or read several haikus and give students an opportunity to comment on them and to write some of their own.

SAMPLE ITEM: Directions: A haiku is a three (3) line poem about a single idea. The first line has five (5) syllables, the second has seven (7) and the last has five (5).

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Magazine and newspaper pictures, political cartoons, posters, tagboard or construction paper. (If desired, these can be laminated or covered with clear contact paper.) The students are asked to write a title for each picture.

SAMPLE ITEM: Directions: Think of and write a title for each picture.

(Possible titles: Good friends sharing time)

ALTERNATIVES: The pictures can be placed in a box for use at a learning station or presented to the entire class by using an overhead projector.

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Newspaper

TEACHER DIRECTIONS:

Have students write headlines for "decapitated" news stories(or) paste the article on one side of a cardboard and the headline on the other. Pass the numbered cardboards around the room, the students read the article, write down their own headline on a numbered paper and pass the cardboard to the next person. When all have finished, the articles and original headlines are displayed for a discussion of the differences between the newspaper headlines and those of the students.

SAMPLE ITEM:

Carter calls for tax cuts, energy plan

WASHINGTON (UPI) – President Carter told Congress and the public Thursday night the nation must not succumb to a false sense of well-being and said that, in ignoring the need for energy legislation, "We have failed the American people."

In his first State of the Union address, Carter said he would try to promote economic health by proposing a $25 billion 1978 tax cut benefiting 96 percent of all taxpayers; fighting wage-price inflation through voluntary persuasion tactics; reducing federal regulation of business and recommending jobs programs.

IN FOREIGN affairs, he pledged, "We will ... more than hold our own" in peaceful competition with the Soviet Union, including in terms of the strategic arms treaty he said he expects to conclude this year.

He also promised continued U.S. leadership in the "sometimes thankless and controversial" search for mideast peace – without further detail on that subject – and urged Senate approval for the Panama Canal Treaties.

But the President warned that "government cannot solve all our problems" and said it is time "to call forth the vast and restless energies of our people" to ensure that dangerously neglected problems – like energy waste, social inequality and minority unemployment – are corrected.

CARTER MADE clear the No. 1 problem he had in mind was Congress' failure to pass his comprehensive energy conservation bills, citing that as central to the problem of economic health.

"I recognize the difficulties involved," he said. "I know it is not easy for Congress to act. But the fact remains that on energy legislation we have failed the American people."

This year, he said, "we must succeed. And I believe we will."

MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Phonograph record jackets

TEACHER DIRECTIONS:

The students are asked to bring in record jackets that contain information dealing with lyrics, musical arrangements, performers, and other similar data. The students are asked to write titles for this reading material.

ALTERNATIVES: Depending on the information on the record jacket, students can be asked to develop questions and word lists for each. Comprehension tests can be developed by using this material.

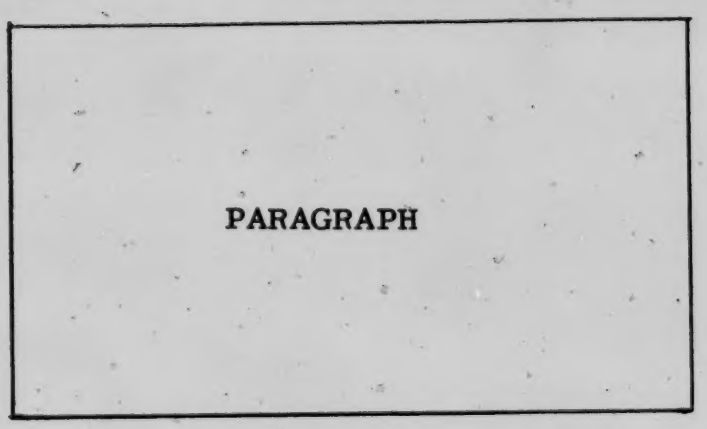
SKILL: Comprehension - Main Idea

MATERIALS: Textbook or other instructional materials

TEACHER DIRECTIONS: Select a paragraph from a language arts text or other instructional material and construct statements pertaining to the paragraph. One of the items should state the main idea of the paragraph. After the students have read the paragraph ask them to select that statement, from all the choice which best expresses the main idea of the paragraph.

SAMPLE ITEM: Directions: Read the paragraph and choose from the items below the statement which best expresses the main idea of the paragraph.

1. The old iron horse was running down.
2. The slow tragedy of disintegration had set in.
3. The team went south for the training season.
4. Lou Gehrig was a poor player.



MAIN IDEA

SKILL: Comprehension - Main Idea

MATERIALS: Advertisements from newspapers and magazines, teacher - made questions

TEACHER DIRECTIONS:

Distribute newspapers and magazine advertisements. Have students display ads and respond to the sample item questions.

SAMPLE ITEM: Directions: Show your ad and explain to the class your answers to the following questions:

1. What is the main selling point of the ad?
2. What are some of the reasons why a person would buy the article advertised? Are these reasons stated (obvious) or implied?
3. What details (words or pictures) make the product seem desirable?

SKILL: Comprehension - Inference

MATERIALS: None

TEACHER DIRECTIONS: Have the students list ten facts and ten opinions about themselves. Have them do the same for someone else they know well.

SAMPLE ITEM:

Fact	Opinion
male	friendly
5' 8"	attractive
blue eyes	witty
the son of Mr. and Mrs. Smith	popular
13 years old	

SKILL: Comprehension - Inference

MATERIALS: Newspaper and magazine editorials

TEACHER DIRECTIONS:

Have students select editorials from different newspapers, cross out all statements of opinion, and read what is left to the class.

SKILL: Comprehension - Inferences

MATERIALS: 24" x 18" sheet of tagboard or construction paper, magazines and newspaper clippings, glue, 24" x 3" strips of construction paper.

TEACHER DIRECTIONS:

The teacher identifies a concept to be taught (i.e. Industry has lessened the demands for unskilled labor.) Pictures are then selected which substantiate the concept. These are glued on the tagboard sheet.

Students are assigned to teams of 4 - 5 . Each team is given a tagboard concept sheet. The team is asked to think of a title and a statement about the concept sheet. The statement is printed on the strip of construction paper. The concept sheet and statement about it are displayed in the classroom in order to reinforce the concept.

INFERENCES

SKILL: Comprehension - Inference

MATERIALS: Cartoons mimeographed without words.

TEACHER DIRECTIONS:

Have students write what they think the people are saying for each open space. Let students compare with the original.

SKILL: Comprehension - Inference

MATERIALS: Proverbs and sayings

TEACHER DIRECTIONS: Have students analyze statements and discuss the possible exceptions to these statements.

SAMPLE ITEM:

An apple a day keeps the doctor away.

You can't teach an old dog new tricks.

He who hesitates is lost.

SKILL: Comprehension - Inferences

MATERIALS: Magazine advertisements

TEACHER DIRECTIONS:

Display five advertisements. Have students list five facts and five opinions about each.

SAMPLE ITEM:

Protein Enriched
Buy Health Food
Builds Bodies in 25 Ways
Inexpensive
Delicious
45¢

FACT	OPINION
1. Has protein	1. Good for you
2. Lists ingredients	2. Builds bodies in 25 ways
3. 45¢	3. Inexpensive
	4. Delicious

ALTERNATIVES:

Have students read orally advertisements from which they have deleted all opinion.

SKILL: Comprehension - Inference

MATERIALS: None

TEACHER DIRECTIONS: Ask each student to bring in directions or written material which he understands, but which he thinks others may find difficult. In groups have students discuss what difficulties they have in understanding each others' materials.

The range of materials might include mechanics, sewing, cooking, fishing, etc.

ALTERNATIVE: Divide the class into pairs. One person makes a list of the items he does not understand found in his partner's material. The partner then explains each item. Discussion should follow.

1. What is easy and difficult to explain.
2. Does one item require the explanation of another?
3. Were analogies used to explain the item?
4. Do analogies clarify explanation and why?

SKILL:	Comprehension - Inference
MATERIALS:	Newspaper
TEACHER DIRECTIONS:	Have each student bring in the front page of a newspaper. Organize the class into groups and give each group a newspaper. Ask them to pretend they have arrived from a foreign country with a knowledge of our language but no understanding of our society or current affairs. Each group should go through the newspaper underlining those words and references which the foreign reader would not understand. Have the groups determine what parts of the articles would be important for understanding what is happening. Discussion of the importance of the background of the reader and what the reader brings to written material should follow.

APPENDICES

READING SKILLS NEEDED IN LANGUAGE ARTS

COMPREHENSION

1. Be able to find the main idea of a paragraph when it is stated in the beginning, middle, end, or is inferred.
2. Be able to read in order to pick out details.
3. Be able to interpret tables, charts, and diagrams.
4. Be able to interpret cartoons.
5. Be able to comprehend material written in sequence and recognize the organization of material.
   (a) Recognize the relationships of time, place, analogies, and cause-and-effect.
   (b) Recognize the sequence of plot, argument and character development.
   (c) Recognize the patterns of organization: time, contrast, main idea, climax.
   (d) Be able to outline material.
   (e) Be able to recall the author's pattern of organization.
6. Be able to read creatively in order to predict events, recognize mood, visualize, interpret figurative language, distinguish fact from opinion, generalize, and judge character.

VOCABULARY

1. Have a knowledge of phonetic and structural principles that he can apply.
2. Be able to use context clues in unlocking the meaning of a new word.

3. Be able to select the correct meaning for words which have several different meanings.
4. Have a knowledge of meaning for common prefixes, suffixes, roots, and their relationship to the whole word.
5. Be able to understand dialect.

LOCATION SKILLS

1. Be able to find words quickly and efficiently in a dictionary or glossary.
2. Be able to use a table of contents and index effectively.
3. Be able to use the card catalogue.
4. Be able to find and select reference materials.

SPEED

1. Be able to adjust the speed of his reading according to the type of material he is reading, his purpose for reading, and his previous knowledge of the material.

ORAL READING

1. Be able to read with correct phrasing.
2. Be able to read so as to interpret the author's meaning to the audience.
3. Be able to read at a speed according to the dictates of the material.
4. Be able to use punctuation signals as a means of interpretation.

SOME OTHER SKILLS WHICH ARE ALSO OF IMPORTANCE ARE

1. Interpreting the clues that reveal the personality of the characters.
2. Inferring setting and anticipating events from clues.

3. Reading to visualize.
4. Interpreting shades of meaning.
5. Recognizing the mood of a selection and changes in mood.
6. Following the development of a plot, subplot, and secondary details.
7. Recognizing the theme.
8. Reacting to the material.
9. Learning to evaluate the literary worth of material.
10. Recognizing the features of the short story.
11. Recognizing the features of the novel.
12. Recognizing the features of poetry.
13. Recognizing the features of the play.
14. Recognizing the features of the essay and biography.
15. Conveying interpretation through oral reading.

Teaching Reading Skills in Secondary Schools, page 103, Olsen & Ames.

a-, ad-, at-, prefix. To; toward; attract: = to draw to or toward itself

a-, an-, prefix. Not, without

ab-, a-, abs-, prefix. Away from; abnormal, averse, abstract

-able, -ible, suffix. That can be___ed: able to be ___ed; qualified to be ___ed: obtainable = able to be obtained

-ac. - (adj), suffix. Pertaining to; maniac

-acy, suffix. Quality, state, or conditon of being: delicacy = quality of being delicate

ad-, a-, ac-af, ag-, al-, an-, ap, ar-, as, at, prefix. to toward; advertisement ascribe, accord, affairs, aggressive, allure, annex, applaud, arraign, assimilate, attend

-age, suffix. 1. Act or state of: breakage = act of breaking. 2. A collection or group of relationship: baggage = a group of bags, coverage

-al, -ial, suffix. 1. Of; like; pertaining to: regal = pertaining to a king. 2. Act of ___ing: refusal = act of refusing

ambi-, prefix. Both: ambidextrous

-an, -ian, suffix. 1. Of; having to do with: republican = having to do with a republic. 2. A native or inhabitant of: American = a native of America

ana-, prefix. Up, backward: analysis

-ance, -ence, suffix. 1. Act or fact of: resistance - act of resisting. 2. Quality or state of being___ed or ___ant: importance = quality of being important

-ant, -ent, suffix. 1. One who ___s: servant = one who serves. 2. ing: pleasant = pleasing

ante-, prefix. Before: antebellum = before the war

anthropo, combining form. Man; human: anthropoid = resembling a man

anti-, prefix. Against; opposed to _____: anticommercialism = against commercialism

apo-, prefix. From, away: apostate

aqua, aque, combining form. Water: aquacade = water show

-ard, suffix. A doer of: drunkard

-ary, suffix. Pertaining to; connected with; of or having to do with: honorary = pertaining to the honor

astro, combining form. 1. Star; other heavenly bodies: astrophysics = physics of the stars or heavenly bodies. 2. Space: astronaut = space traveler

-ate, suffix. 1. Possessing; having; caompassionate = having compassion. 2. Become: maturate = become mature. 3. Of or having to do with: collegiate = having to do with college

audio, audi, combining form. Hearing; sound: audiometer = an instrument for measuring hearing

auto, combining form. 1. Self; same: autohypnosis = self hypnosis. 2. Of or by oneself; autograph = written by oneself

be-, prefix. Away, completely behead

bene-, prefix. Well; good: benevolence = desire to do good

bi-, prefix. Twice; two: biannual = twice a year

bio, combining form. Life; of living things; biology = study of life or living things

cap, cip, root. Take; seize: captive = one who is taken

cata-, prefix. Down, away: catalogue

cede, ceed, root. Go; move: precede = go before

cent, centi, combining form. Hundredth, hundred: centipede = hundred feet

cip. See cap.

circum-, prefix. Around; on all sides: circumrotate = rotate around

co-, com-, con-, prefix. With; together: combine - bring together

contra-, prefix. Against; opposite; opposing: contradict = say the opposite

cur, curs, root. Run; work: concur = to work or come

-cy, suffix. Office; state: democracy

de-, prefix. Down; away; to take away: defrost = to take frost from

dec, deca, dek, combining form. Ten: decade = ten years

dia-, prefis. Through, across: diameter

dic, root. Say; speak: diction = the manner or style of speaking

dis-, prefix. 1. Negative; opposite of: dissimilar = not similar. 2. Reversal: disconnect = remove or reverse the connection

-dom, suffix. Sate: wisdom

duc, duct, root. Lead; bring; draw along: conduct = lead together

e-, See ex-

ec-, ex-, prefix. Out of: eclipse

-ee, suffix. Receiving action: vendee

-ed, suffix. Forms the past tense of many verbs: he walked home

-eer, -ier, suffix. One who is concerned with: profiteer = one who is concerned with profits

en-, prefix. 1. To put in or on: enthrone = to put on a throne. 2. To cause to be; make: enfeeble = to make feeble

-en, -n, suffix. 1. To cause to be; make: blacken = to make black. 2. Made of: golden = made of gold. 3. Ends past participles of many strong verbs: he had fallen

-ence. See -ance

-ent. See - ant

epi-, prefix. Upon, beside: epigram

-er, suffix. 1. One who _____s; thing that _____s: burner = thing that burns. 2. One who lives in: Long Islander = one who lives in Long Island. 3. One who works with: farmer = one who works a farm. 4. Forms the comparative degree of adjectives and adverbs: softer, deeper; slower, later.

-ery, suffix. State: mockery

-es. See -s

-esce, suffix. To do: evanesce

-esque, suffix. Like: statuesque

-ess, suffix. Female: hostess = a female host

-est, suffix. Forms the superlative degree of adjectives and adverbs: greenest, warmest; slowest

ex-, e-, prefix. 1. Out; out of; from: export = send or take out. 2. Former: ex-member = former member

extra-, extro-, prefix. Beyond, outside: extraordinary

fac, fact, root. Do; make: factory = a place to make goods

fer, root. Bear; bring; carry: confer = bring together

form, forma, root. Form: formless = without form

-ful, suffix. 1. Full of: cheerful = full of cheer. 2. Characterized by: thoughtful = characterized by thought

-fy, suffix. To make; cause to be: beautify = to make beautiful

graph, combining form. 1. Something written, drawn, or recorded: autograph = something written by oneself. 2. Something that writes, draws, or records: phonograph = a machine for reproducing sound recording

-hood, suffix. State or condition of being: priesthood = state of being a priest

hyper-, prefix. Over; above; more than normal; hyper-excitement = more than normal excitement

-ial. See -al

-ian. See -an

-ible. See -able

-ic, suffix. Resembling; characterized by: angelic = resembling an angel

-ice, suffix. State: prejudice

-ier. See -eer

il-. See in-

-ile, suffix. Showing; infantile

im-. See in-

in-, il-, im-, ir-, -ia, prefix. 1. Not; opposite, absence: inexpensive = not expensive. 2. In; into; on; upon: inhale = breathe in

-ine. suffix. The nature of: bovine

-ing, suffix. 1. Expresses the action, result, or product of a verb: a building = the result of building. 2. Forms present participle of verbs: he is growing

inter-, prefix. 1. Between; among: interpose = put between. 2. Together; one with the other: intercommunicate = communicate with each other

intra-, intro-, prefix. Within: intravenous, introduce

-ion, suffix. Act or process of: condition or state of being: creation = act of creating

ir-. See in-

-ish, suffix. 1. Belonging to: having the characteristics of: English = belonging to England. 2. Somewhat: sweetish = somewhat sweet

-ism, suffix. Action; practice; condition: criticism = act of criticising

-ist, suffix. 1. One who does or makes: tourist = one who travels. 2. One who knows about, has skill in, or studies: biologist = one who knows about biology

-ity, suffix. State or condition of being; rapidity = condition of being rapid

-ive, suffix. Tending to; of or having to do with: destructive = tending to destroy

-ize, suffix. Make; become; engage in: legalize = make legal

ject, root. Throw: reject = to throw away as useless

leg, root. Law: legal = pertaining to law

less, suffix. 1. Without: homeless = without a home. 2. Not able: resistless = not able to resist

-like, suffix. Like: lifelike = like life

logy, combining form. Science or study of: psychology = study of the mind or mental processes

-ly, suffix. 1. In a _____ manner; in _____ ways; to a _____ degree: gradually = in a gradual manner. 2. Like: manly = like a man

mal-, male-, prefix. Bad, evil: malefactor = one who does evil

manu, combining form. Hand: manuscript = written by hand

-ment, suffix. Act, state, or fact of _____ing: management =act of managing

meter, combining form. 1. An instrument for measuring_____: speedometer + an instrument for measuring speed. 2. Meter (39, 37 inches): centimeter = one hundredth of a meter

micr, micro, combining form. Small; that enlarges something small: microphone = an instrument that enlarges small sound

mis-, prefix. Mistaken: wrong; negative: misally = to ally mistakenly

mis, miss, mit, root. Send; let go: transmit = send over

mon, mono, combining form. Along; single; one: monocle =eyeglass for one eye

multi, combining form. Much; many; multicolor = many colors

-n. See -en

naut, combining form. Crewman of a ship; traveler: astronaut = crewman of a spaceship

nav, root. Ship; warships: naval = pertaining to warships

-ness, suffix. Quality, state, or condition of being_____: preparedness = condition of being prepared

non-, prefix. Not: nonpayment = no payment

ob-, oc-, of-, op-, prefix Against, toward. Obstacle, occasion, offend, opposite

oct, octa, octo, combining form. Eight: octagon = a figure having eight sides

-or, suffix. A person or thing that_____s: sailor = one who sails

-ory, suffix. Pertaining to: accessory

-ose, suffix. Full of: verbose

-ous, suffix. Full of; characterized by; having: wondrous = characterized by wonder

out-, prefix. 1. Outward; away: outgoing = going away. 2. Outside; outpatient = a patient living outside the hospital. 3. Surpassing; better than: outrun = run better than

over-, prefix. Over; too much: overcrowded = to crowd too much

para-, prefix. Beside, beyond: parapsychology

per-, prefix. Through; thoroughly: perfuse = to flow or spread through

peri-, prefix. Around: perimeter

phon, phono, combining form. Sound; voice: phonometer = an instrument that measures sound

photo, combining form. 1. Light; photograph = a picture produced by light. 2. Photographic: photoengraving = photographic engraving

poly-, prefix. Much; many: polyglot = knowing many languages

pon, pos, root. Place; put: position = the place where something is

port, root. To carry, transport, or convey: porter = one who carries

pos. See pon

post-, prefix. Behind; after: postscript = writing that comes after the body of the letter

pre-, prefix. Before in place, time, order, rank, or importance: prehistory = before history began to be recorded

pro-, prefix. 1. In favor of: proAmerican = in favor of America. 2. Advancing; forward: proceed = move forward. 3. Before; in front of: prologue = a speech before or at the beginning of a play

psych, combining form. Human mind; mental structure: psychology = study of the human mind

quin, quint, combining form. Five; fifth: quintet = group of five

re-, prefix. 1. Again; once more: reappear = appear again. 2. Back: replay = play back

rect, reg, root. Straighten; rule: regime = system of rule or government

retro-, prefix. Again, back: retroactive

-s, -es, suffix. 1. Forms third person singular of many present tense verbs: he runs. 2. Forms plural of most nouns: hats

se-, prefix. Aside, away: sequester

scope, combining form. An instrument for viewing, examining, or observing: telescope = an instrument for viewing distant objects

scrib, script, root. Write: scribble = to write carelessly

semi, combining form. 1. Exactly half: semicircle = a half circle. 2. About half; partly: semicivilized = partly civilized

sept, septi, combining form. Seven: septangular = having seven angles

sex, sexi, combining form. Six: sexangular = having six angles

-ship, suffix. State of: dictatorship

spec, root. Look; view; watch: spectator = one who looks or watches

sta, root. Stand firm; stand: stable = abie to stand firm

sub-, suc-, suf-, sug-, sum-, sup-, sus-, prefix. 1. Under; below: submarine = under the sea. 2. Down: further: subclassify = make a further classification

super-, prefix. 1. Above; beyond: supernatural = beyond the natural. 2. To excess; exceedingly: supersensitive = exceedingly sensitive

syn-, syl-, sys-, prefix Together, with: synthesis, syllable, symposium, systolic

tel, tele, combining form. Distant; operating over a distance: telegraph = a device for sending messages over a distance

ten, tent, root. Hold; have: tenant = one who rents or uses or has land, buildings, etc.

tend, root. Stretch: extend = stretch out

tent. See ten

-th, suffix. State: length

thermo, combining form. Heat; hot: thermometer = an instrument for measuring heat

-tion. suffix. 1. Act, process, or state of _____ing: opposition = state of opposing. 2. Condition or state of being _____ed: exhaustion = state of being exhausted

tract, root. Draw:retract = draw back

trans-, prefix. 1. Across; over; through: transcontinental = across the continent. 2. On the other side of: transpolar = on the other side of the pole

tri, combining form. Three; three times: tricycle = three-wheeled vehicle

-ty, suffix. State: anxiety

ultra-, prefix. Beyond; excessively: ultramodern = excessively modern

un-, prefix. 1. Not; the opposite of: unequal = not equal. 2. Reverse the act of _____ing: undress = reverse the act of dressing

under-, prefix. Under; lower; lesser: underlie = to lie under

uni, combining form. One; single: unicycle = one-wheeled vehicle

-ure, suffix. State: agriculture

ven, root. Come: intervene come between

vers, vert, root. Turn: reverse = turn back

vice-, prefix. In place of: vice regent

vid, vis, root. See: visible = capable of being seen

voc, vok, root. Call: revoke = call back

-ward, suffix. Toward; upward

-y, suffix. Characterized by; inclined to: grouchy = inclined to grouch

*Adapted from: Belden, Bernard. Kaleidoscope Readers: The Eighth Day of the Week. Field Educational Publications, Inc., San Francisco, 1969, pp. 149 - 153.

FRY READABILITY FORMULA

Directions for Using the Readability Graph

1.

1. Select three one-hundred-word passages from near the beginning, middle, and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each hundred-word-passage (estimating to nearest tenth of a sentence). Average these three numbers.

3. Count the total number of syllables in each hundred-word-sample. There is a syllable for each vowel sound; for example: cat (1), blackbird (2), continental (4). Don't be fooled by word size; for example: polio (3), through (1). Endings such as -y, -ed, -el, or -le usually make a syllable; for example: ready (2), bottle (2). I find it convenient to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

Example

	Sentences per 100	Syllables per 100 words
100-word sample Page 5	9.1	122
100-word sample Page 89	8.5	140
100-word sample Page 160	7.0	129
	3)24.6	3)391
Average	8.2	130

Plotting these averages on the graph we find they fall in the 5th grade area; hence the book is about 5th grade difficulty level.

*Source: Journal of Reading, April, 1968, pp. 514 and 577.
EDWARD FRY is a Professor of Education and Director of the Reading Center at Rutgers --The State University, New Brunswick, N. J.

FRY READABILITY FORMULA

If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select several more passages and average them in before plotting.

HOW ACCURATE IS THE SCORE?

If you want a non-technical answer, it is "probably within a grade level."

FRY WORD LIST

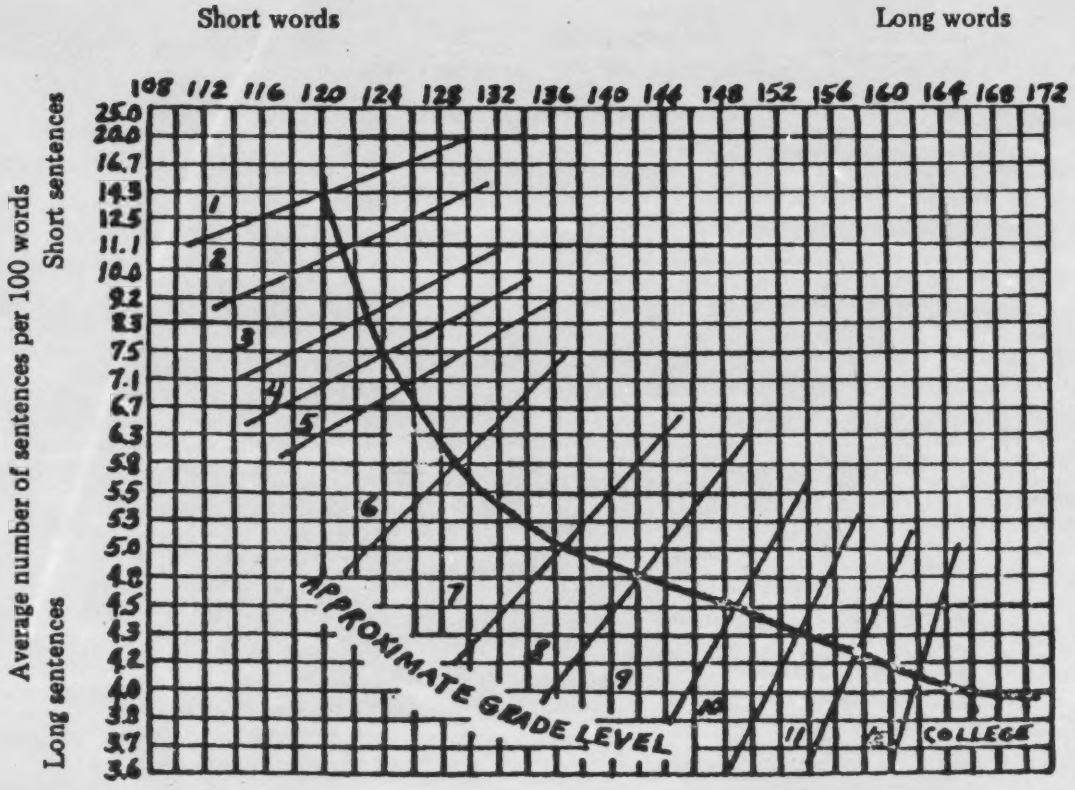
The words listed below are polysyllabic. They are counted as one syllable words when using the Fry Readability Formula because they appear so frequently in printed material.

about
after
again
ago
almost
along
also
always
another
any
anything
around
away
because
before
better
city
ever
every
family
father
funny
going
happy
into
little
many
mother
morning
money
myself
never
o'clock
only
open
other
over
people
pretty
second
seven
something
today
under
upon
until
very
woman
yellow
yesterday

Graph for Estimating Readability

by Edward Fry, Rutgers University Reading Center

Average number of syllables per 100 words



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of words per sentence on graph to determine area of readability level. Choose more passages per book if great variability is observed.

FRY READABILITY
FORMULA

THE SMOG READABILITY FORMULA*

To test a specific textbook, follow the steps given:

1. Sampling
   a. Near the beginning - count ten consecutive sentences.
   b. Near the middle - same as above
   c. Near the end - same as above
2. From the total sample of thirty sentences, count the words of three or more syllables, including repetitions.
3. Take the square root of the nearest perfect square.
4. Add 3 (a constant).
5. Result = Grade Level.

Square Root:

1 x 1 = 1

2 x 2 = 4

3 x 3 = 9

4 x 4 = 16

5 x 5 = 25

6 x 6 = 36

7 x 7 = 49

8 x 8 = 64

9 x 9 = 81

Example:

Word count from the 30 sentences	67
Nearest square root	= 8
Nearest square	+ 3
Grade Level	11

*Orlando Right to Read Conference - 2/75

SMOG READABILITY FOPMULA

A FIVE PART STRATEGY FOR WORD ATTACK

1. Launch your attack by searching the word's context for clues. Crack down on the word instead of reading right on past it without a try. Context is likely to be your most important single aid.

2. Look for word part clues. Take the word apart if you can. Do you recognize any part - a root? a prefix? a suffix? an inflectional ending? Words that at first look difficult can often be broken down into well-known building blocks. Considering the context again, do you now recognize the word?

3. Work through the word, syllable by syllable. "Divide and conquer." Try to sound out the word by easy-to-manage syllables. Long words are just short syllables strung together. It is familiar after all? Recalling the context, have you now "solved" the word?

4. Try a shift in pronounciation. If you have not yet arrived at a word you know, attack it again by seeing if a change, perhaps in syllable division or accent, gives you a breakthrough. Again, does the word you have worked out check with the context?

5. Reach for the dictionary. If after steps 1 - 4 the word still defies you, you have a never failing tool. Now is the time to turn to your dictionary.

*Source: Thomas, E. L. & Robinson, H. A. Improving Reading In Every Class: A Sourcebook for Teachers. Boston: Allyn and Bacon, 1973, p. 83.

ACCENTING HINTS

1. In an accented syllable or single-syllable word in which the vowel is followed by a consonant, the vowel usually has a short sound.

	vc	VC
examples:	men	short vowel - Consonant

2. In words which have a /c+le pattern, the c=le syllable is usually not accented. The accent falls on a preceding syllable.

   examples: bot'/tle

3. A syllable which end in CK usually takes the accent.

   example: jack'/et

4. Vowels followed by 4 have neither a long nor a short sound. They stand for various sounds where the vowel is modified by the r.

   example: m<u>ar</u>ch, j<u>er</u>k, s<u>ir</u>, t<u>or</u>e, b<u>ur</u>n

5. In words to which a prefix has been added, the accent may be on the syllable following the prefix.

   example: pre/view'

6. When a word or syllable ends with a vowel, the vowel usually has a long sound.

   example: $s\bar{i}$/phon $\bar{v}$/long vowel

7. When a word or syllable has a vowel followed by a consonant, the vowel usually has a short sound.

   example: win/ter vc/short vowel consonant

SYLLABICATION HINTS

1. vc/cv vowel consonant/consonant vowel
   Words with double letters or two consonants in the middle, and with a vowel before and after the consonants are usually divided between the consonants.

	vc cv	vc cvc cv	vc cv
examples:	a. fun/ny	b. an/ces/tor	c. blun/der
		v/cv + vc/v	

2. Words with one consonant in the middle and with vowels before and after the consonant may be divided before or after the consonant.

		v cv
examples:	v/cv	pi/lot
		vc v
	vc/v	pat/ent

3. When a consonant precedes the letter group le, the consonant is included in the final syllable.

examples: /c + le consonant + le

c+le

a. bi/ble

WAYS TO SELL BOOKS IN THE CLASSROOM

1. Make a punctuation scrapbook by finding in the books you read several illustrations of different ways to use punctuation. Place the examples in the scrapbook and make rules which fit the examples.

2. Make a biographical dictionary including the people about whose lives you have read during the year. Include place of birth, special characteristics and deeds for which the person is famous, hobbies, and anything of special interest. Alphabetical arrangements with last names first is necessary. This could be a class project or an individual project.

3. Have a small group to plan a panel discussion in which they discuss the lives of famous people about whom they have read. The discussion may include:
   a. A contrast of the childhood of the people
   b. What may have happened to influence their later life
   c. What they did to make them famous
   d. What struggles they faced to accomplish their goals

4. After reading a book which explains how to make something the student may make two large charts. Both charts should be headed "How to make (fill in with subject): " Chart 1 should list the things needed. Chart 2 should list what to do. With the chart, have the finished product on display.

5. Select some of the events which took place in a book. Using these events make up a newspaper which could have been printed in the town where the story took place. The headlines would be something very important which took place. The news stories would contain interesting events of the story.

6. Write an interview
   a. between a character in a book and the author
   b. between you and the author
   c. between two characters in the book
   d. between you and a character in the book
   e. between you and a friend discussing the book

7. Publish a book review column for your school paper or a monthly book review sheet with very short book reviews and reactions to books read.

WAYS TO SELL BOOKS

8. When four or five persons read a different book by the same author, arrange a panel discussion covering such questions as
   a. How are the books alike? Are they different?
   b. What are the writer's greatest strengths? Greatest weaknesses?
   c. How do you feel about the author from reading one book?
   d. Are you interested in reading more stories by this author?

   Each panel should briefly outline his story before the actual discussion.

9. After reading a factual book about space, write a funny story about outerspace. Examples of titles:
   a. The Cat That Rode A Spaceship
   b. Who Threw Those Flying Saucers?
   c. Mr. Chase, What is Space?
   d. Mr. Martin from Mars
   e. Mary Moonbeam Visits Earth

10. Make a crossword puzzle on a theme derived from a book. Duplicate enough that each member of the class can have one.

11. Make a poster (either flat or three dimensional) which shows a scene or stimulates interest in a book.

12. Construct a miniature stage setting for a scene in a book.

13. Make and decorate a book jacket writing an advertisement to accompany the book.

14. Prepare a monologue or a dialogue from the story.

15. Write a book review using the following outline or work out a similar one:
   a. title
   b. author
   c. where and when the story takes place
   d. main characters
   e. the most interesting thing that happened
   f. when you enjoyed the book

16. Create a series of illustrations for a book.

17. If a travel book is read, give an illustrated lecture using maps and pictures.

18. Write a colorful description of one of the characters in the book.

19. Plan a pantomime and have students guess the title of the book.

20. After reading a historical book, make a large colorful map or time line showing the time covered and the interesting events in the book.

21. Write a set of questions and answers to check the comprehension of someone else who reads the book.

22. Dress as one of the characters in a book and tell about yourself.

23. Find out about the author of the book. If possible, write to the author and tell him or her how much you enjoyed the book.

24. Make a model with clay, soap, or wood, to represent something or someone in the book.

25. Construct a diorama to represent a scene in the story.

26. As a group project, a "living book" may be constructed by making a large frame to represent a book and having a tableau for favorite books woven together by a narrator who tells the story of each book represented.

27. Make an original reference book from factual materials read. Examples: Space, Wild Animals, Football.

28. As a class project, prepare a book fair to share books with other classes.

29. Poetry books may be shared by writing music to accompany a favorite poem.

30. Add additional stanzas to a poem read.

31. Use favorite poems for choral reading. Divide the poem into parts with the boys reading a part, the girls reading a part, and the entire group reading a part. Solo parts may be assigned.

32. Stretch a word across the room on which you can display drawings depicting books the students have read. Use the caption "A Line of Good Books," "Airing and Sharing Books" or any suitable caption.

MAGIC SLATES

Some heavy cardboard and a sheet of acetate can be turned into a magic slate. After the acetate is placed over the cardboard, the sides are taped, leaving the top and bottom open. With a magic slate of the proper size (9inches by 12 inches is recommended) individual exercises can be slipped between the cardboard and the sheet of acetate and marked with crayon. Crayon marks will rub off very easily with a dry cloth or cleansing tissue. With five or six magic slates on hand it isn't difficult to keep a sizable number of students working independently with a variety of materials of an individualized nature.

MAGIC SLATES

ELECTRIC BOARD

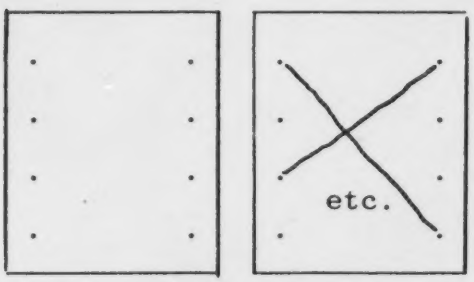
The electric board is a self-correcting activity that can be used to teach any matching task. There are many different ways to assemble an electric board and many different materials may be used. The one described here is made completely by students at the Sidney Lanier Trainable Center in Gainesville, Florida.

Materials

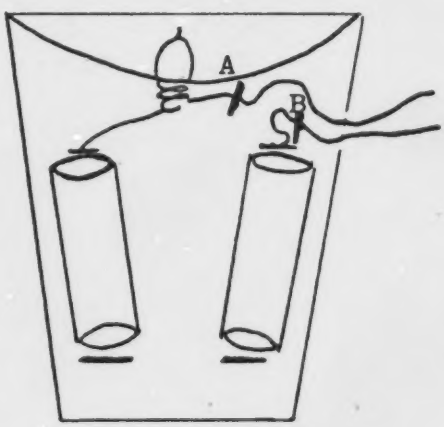
1 piece 11x14 laminated poster board (any size will work, but this makes four boards from one standard sheet of poster board; laminated so the teacher can write questions and answers on the board and erase easily.)

20 ½" brads (paper fasteners)
10 pieces thin insulated copper wire about 15" long
2 pieces thin insulated copper wire about 20" long
1 small plastic flashlight (Radioshak)
resin core electrical solder
soldering iron
hammer and nail

Assembly



Front Back



Directions

1. push brads, evenly spaced down each side of board, through poster board and open half-way. (a nail hole helps)
2. strip 1" of insulation from each end of all twelve wires.
3. using 15" wires, connect all brads using one from each column for each wire; sequence should be mixed.

(Continued on next page)

ELECTRIC BOARD

4. open each brad and lightly tap with a hammer to flatten.
5. put a little solder on each wire wrapped brad to insure a connection.
6. IMPORTANT: to save yourself some time later, make a code sheet so you will know which brads match, i.e. 1-4; 2-7; 3-1; etc.
7. Now the fun starts! (or see Note below) remove the cover from the flashlight and take out the plastic switch. For the light to come on, A and B have to be connected thus closing the circuit.
8. using your two 20" wires, wrap and solder one to A and one to B making certain that A and B DO NOT TOUCH.
9. run your free wires out of the space left by removing the switch and replace the cover.
10. if desired, attach the light to the board. When the free ends of the wire are touched to the board following your code, the light should come on.
11. to make the board more sturdy attach the completed assembly to a piece of dry wall or heavy cardboard.

Note:

After you have completed step six, take these instructions and your board to a hardware or electronics store and explain what you need. They may have a different kind of light or a less complicated battery and bulb assembly.

Source: Fielding, J. Electric Board. Unpublished, Sidney Lanier Elementary School, 312 N. W. 6th Avenue, Gainesville, Florida, 1978.

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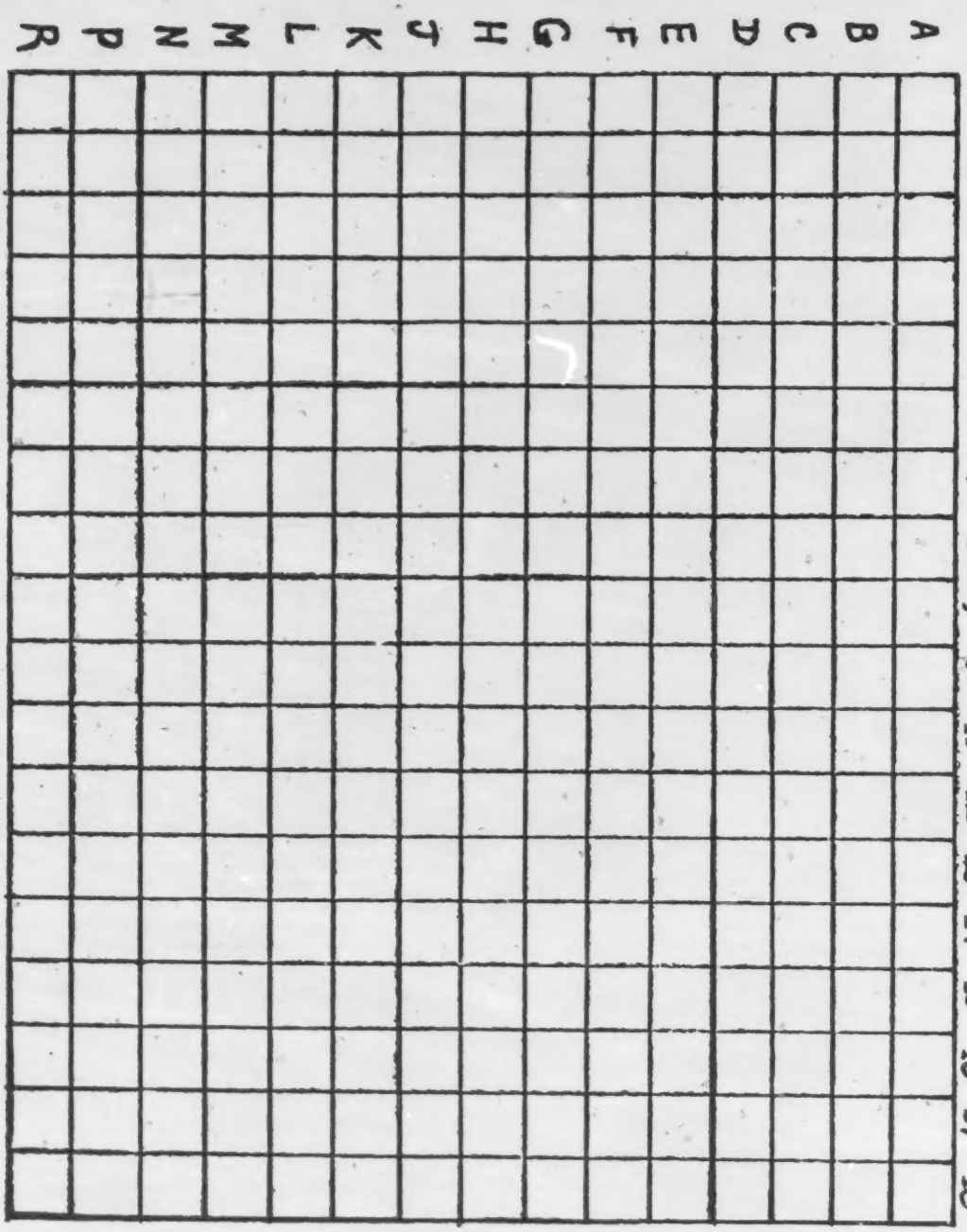
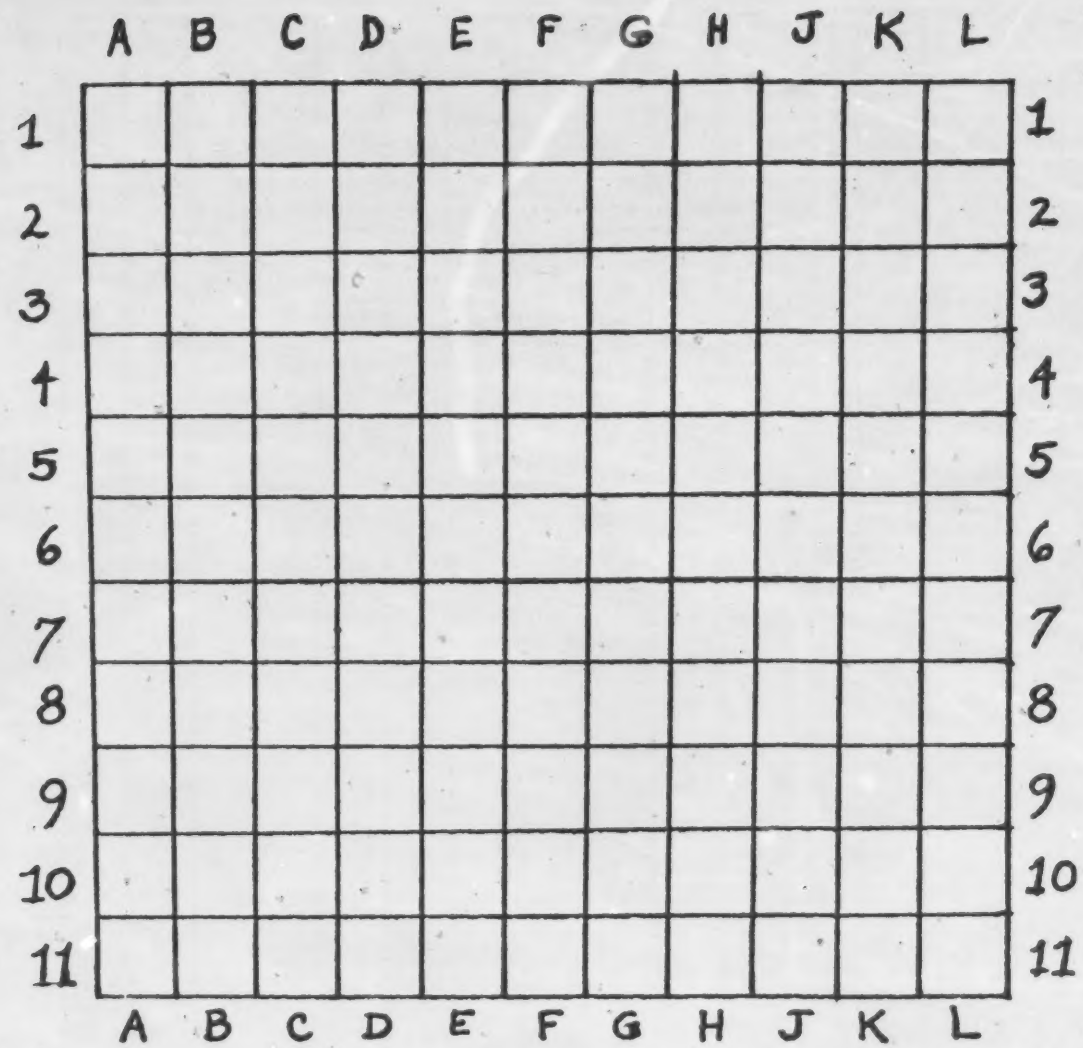
CROSSWORD PUZZLE



CROSSWORD PUZZLE
MASTER

CROSSWORD PUZZLE



name _____ date _____

CROSSWORD PUZZLE MASTER

DEFINITION SHEET

ACROSS

A1 _____

A8 _____

A14 _____

B3 _____

B7 _____

B13 _____

C1 _____

C6 _____

C10 _____

D1 _____

D6 _____

D10 _____

D16 _____

E2 _____

E16 _____

F11 _____

G1 _____

G12 _____

H1 _____

H9 _____

H15 _____

J2 _____

J12 _____

K8 _____

K16 _____

L1 _____

L12 _____

M1 _____

M12 _____

N3 _____

N6 _____

N10 _____

N13 _____

P1 _____

P7 _____

P11 _____

R1 _____

R11 _____

R14 _____

DOWN

A1 _____

F1 _____

K1 _____

C2 _____

G2 _____

L2 _____

P2 _____

A3 _____

D3 _____

L3 _____

A4 _____

D4 _____

A5 _____

P5 _____

C6 _____

J6 _____

B7 _____

M7 _____

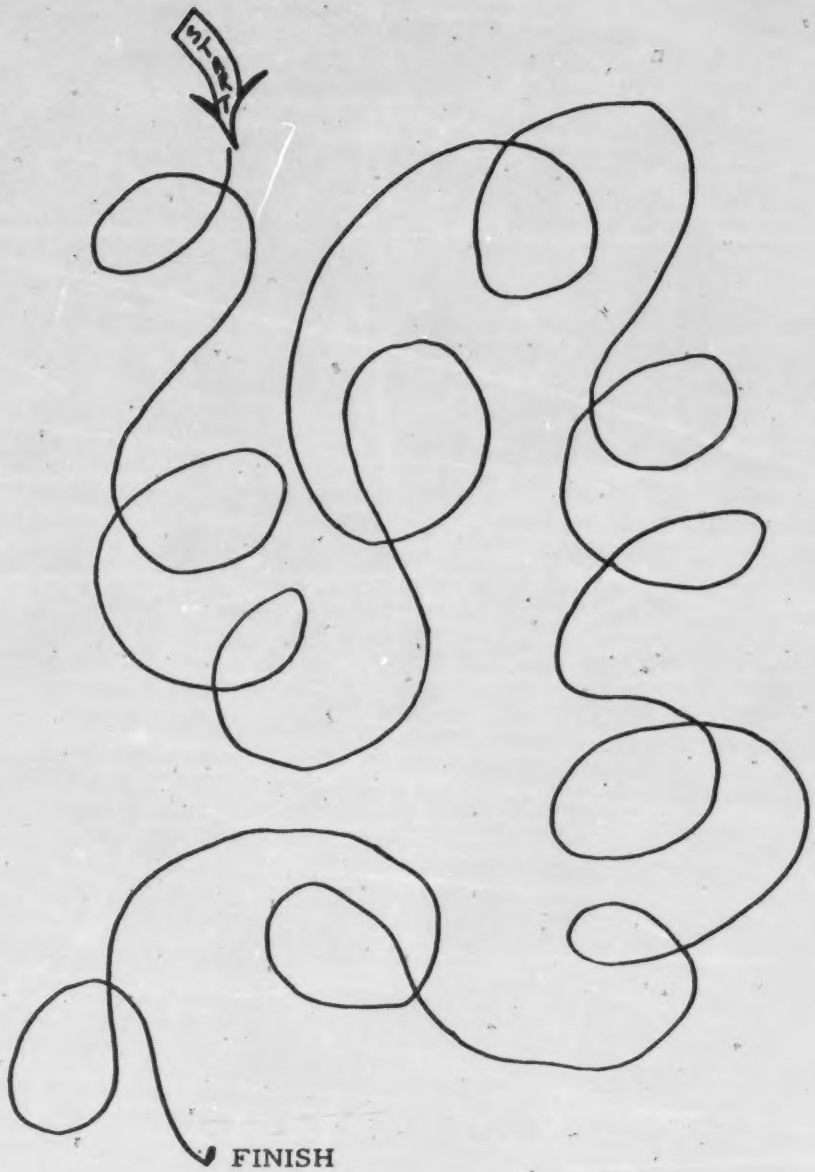
A8 _____

J8 _____

N8 _____

DEFINITION SHEET
MASTER FOR
CROSSWORD PUZZLES

WORD TWIRL

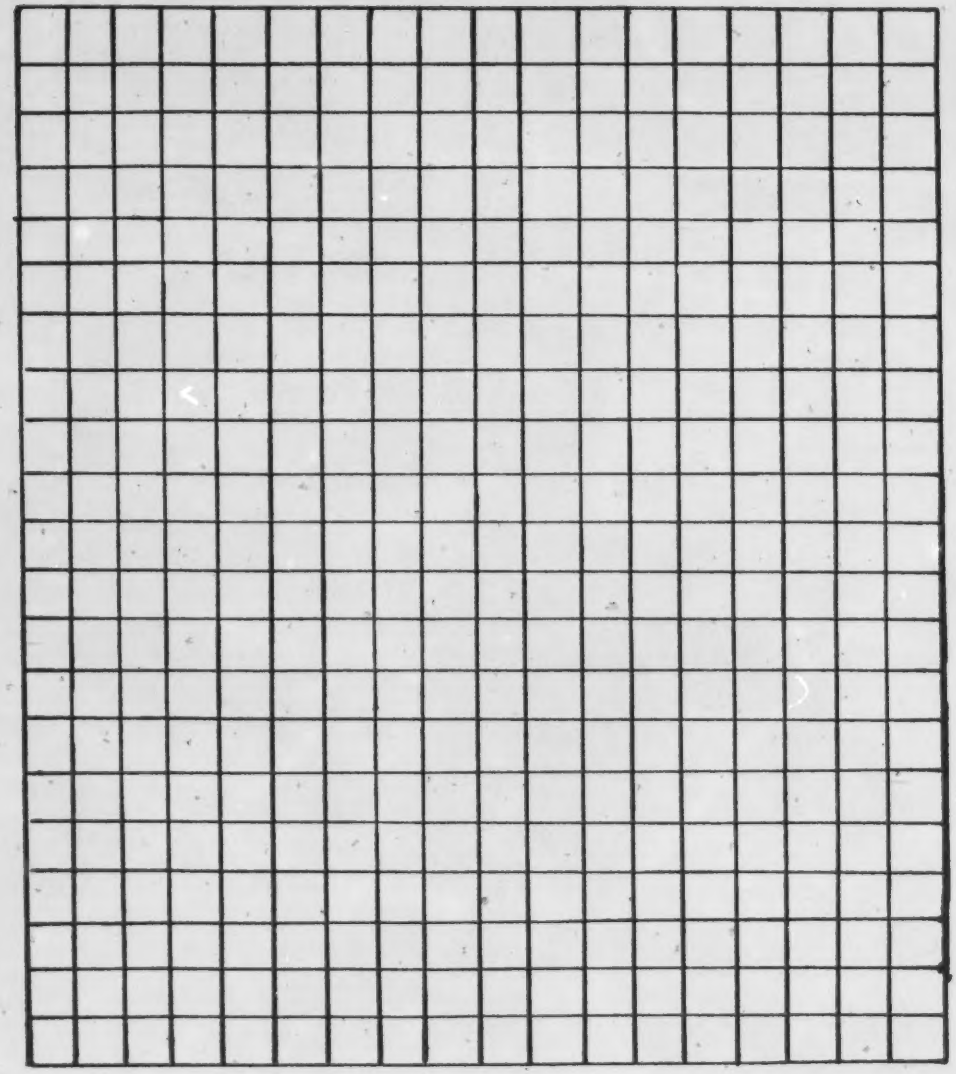


Subject_____

Name_____ Date_____

WORD TWIRL MASTER

SEEK AND FIND

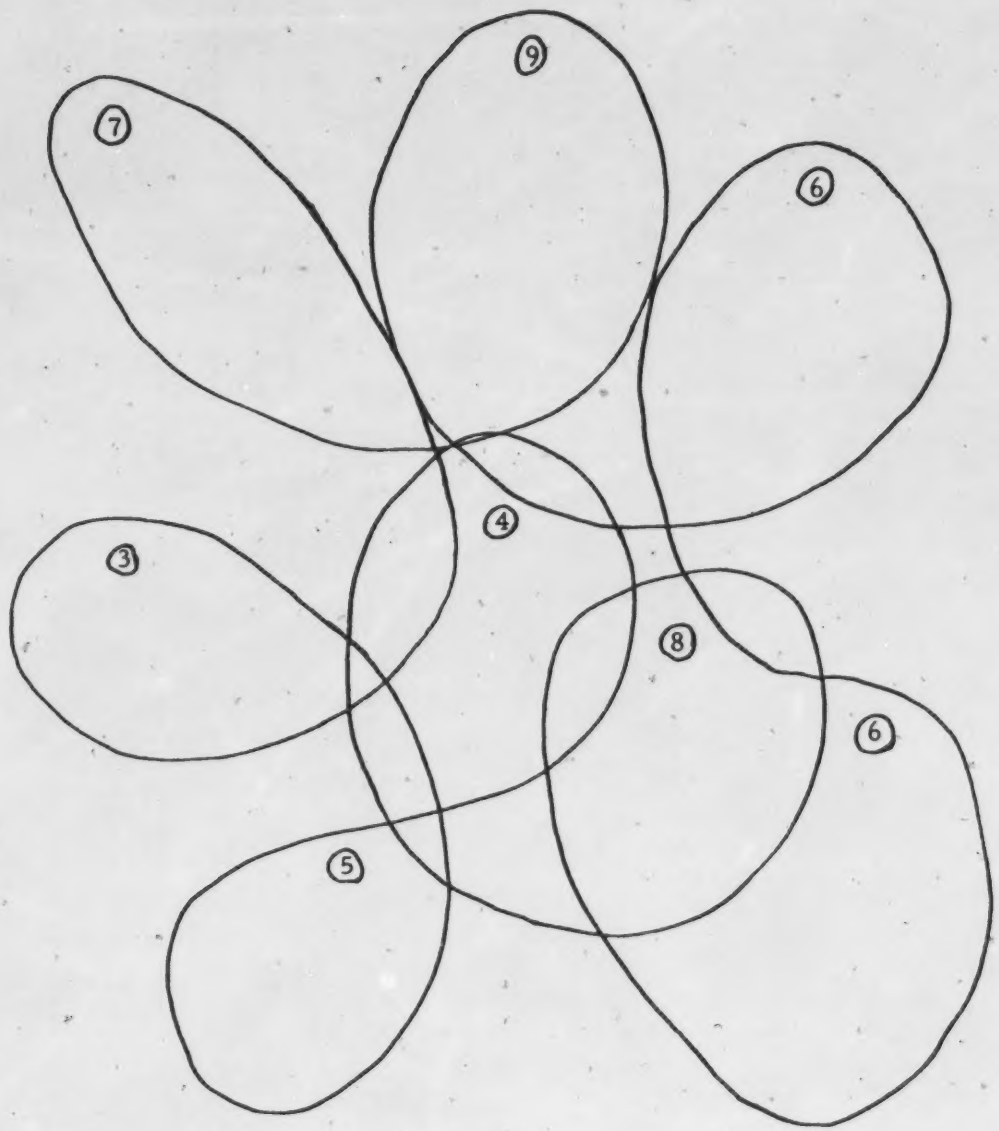


Subject_____ Name_____

Date_____

SEEK AND FIND
MASTER

ADD-UP-THE-WORDS



ADD-UP-THE- WORDS
MASTER

1. _____

2. _____

3. _____

4. _____

5. _____

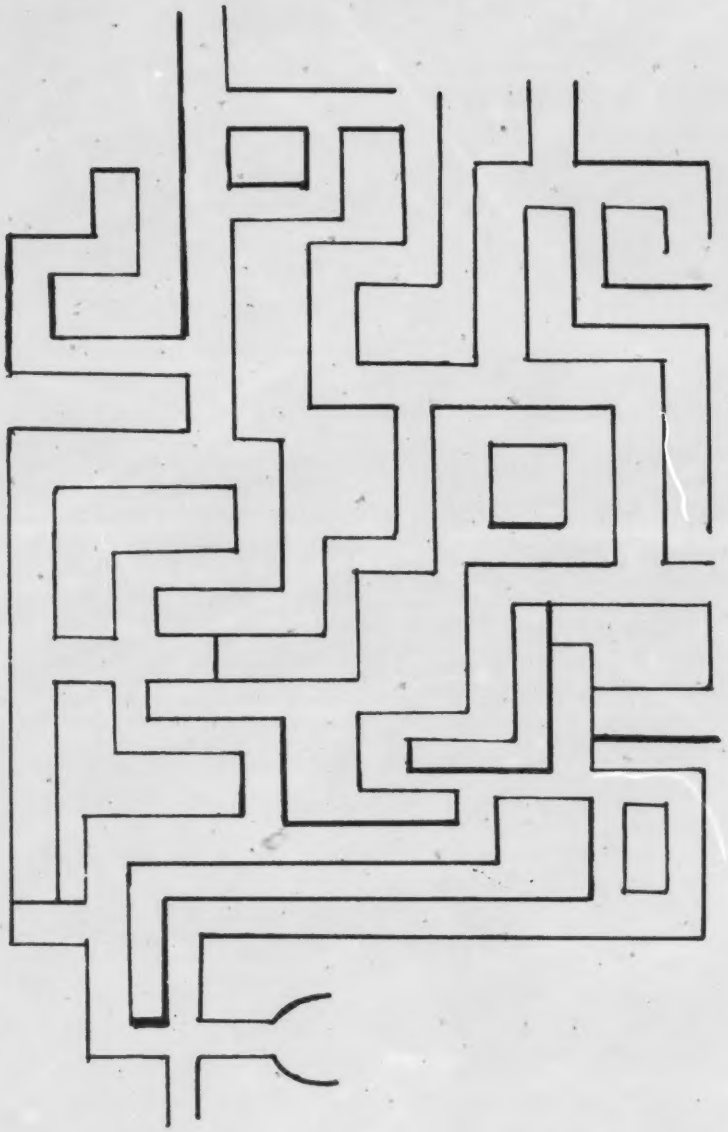
6. _____

7. _____

8. _____

9. _____

10. _____



Name _____

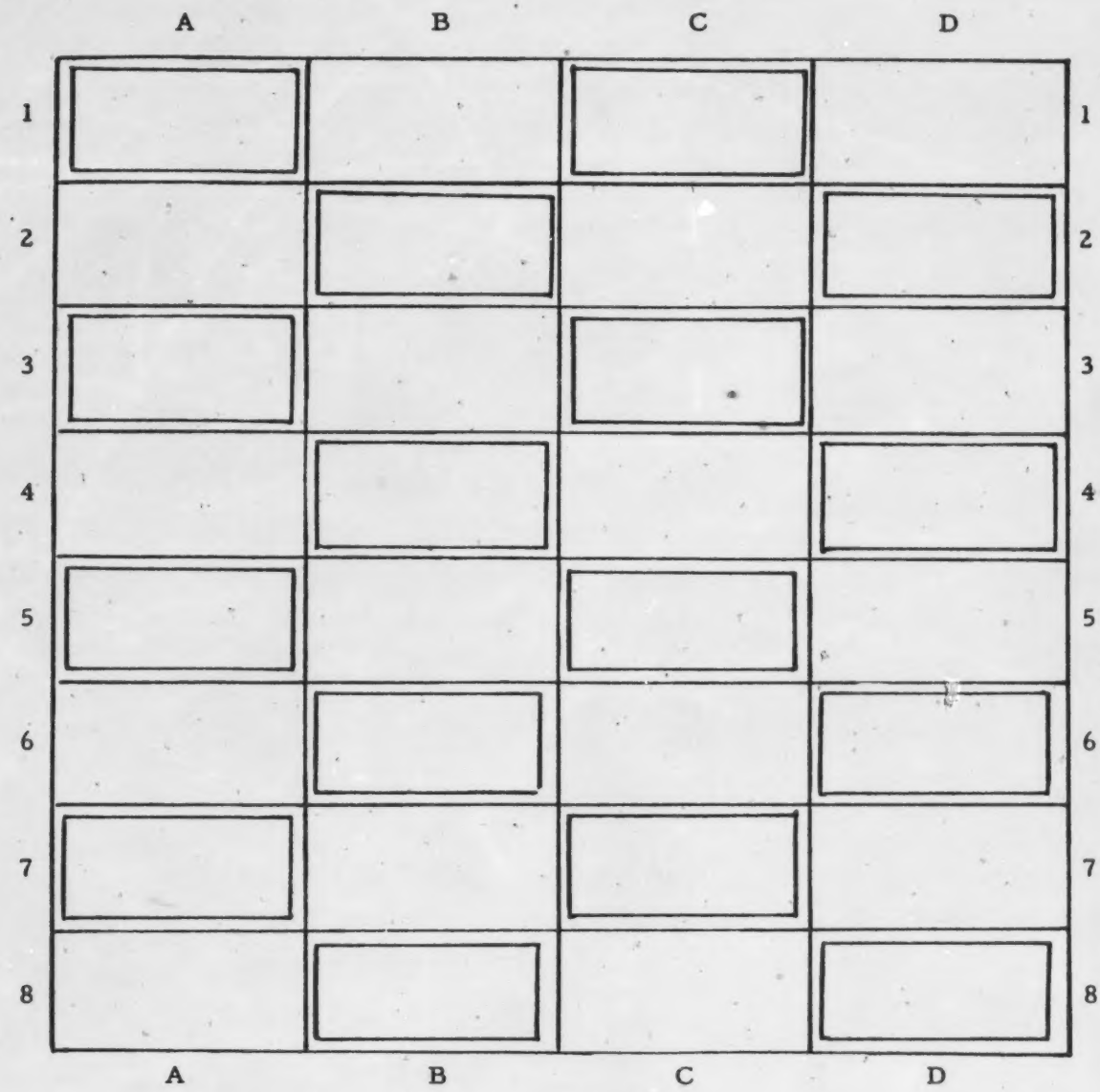
Date _____

WORD
MAZE
MASTER

MATCHING SPACES

A1 _____ B2 _____ C1 _____ D2 _____

A3 _____ B4 _____ C3 _____ D4 _____



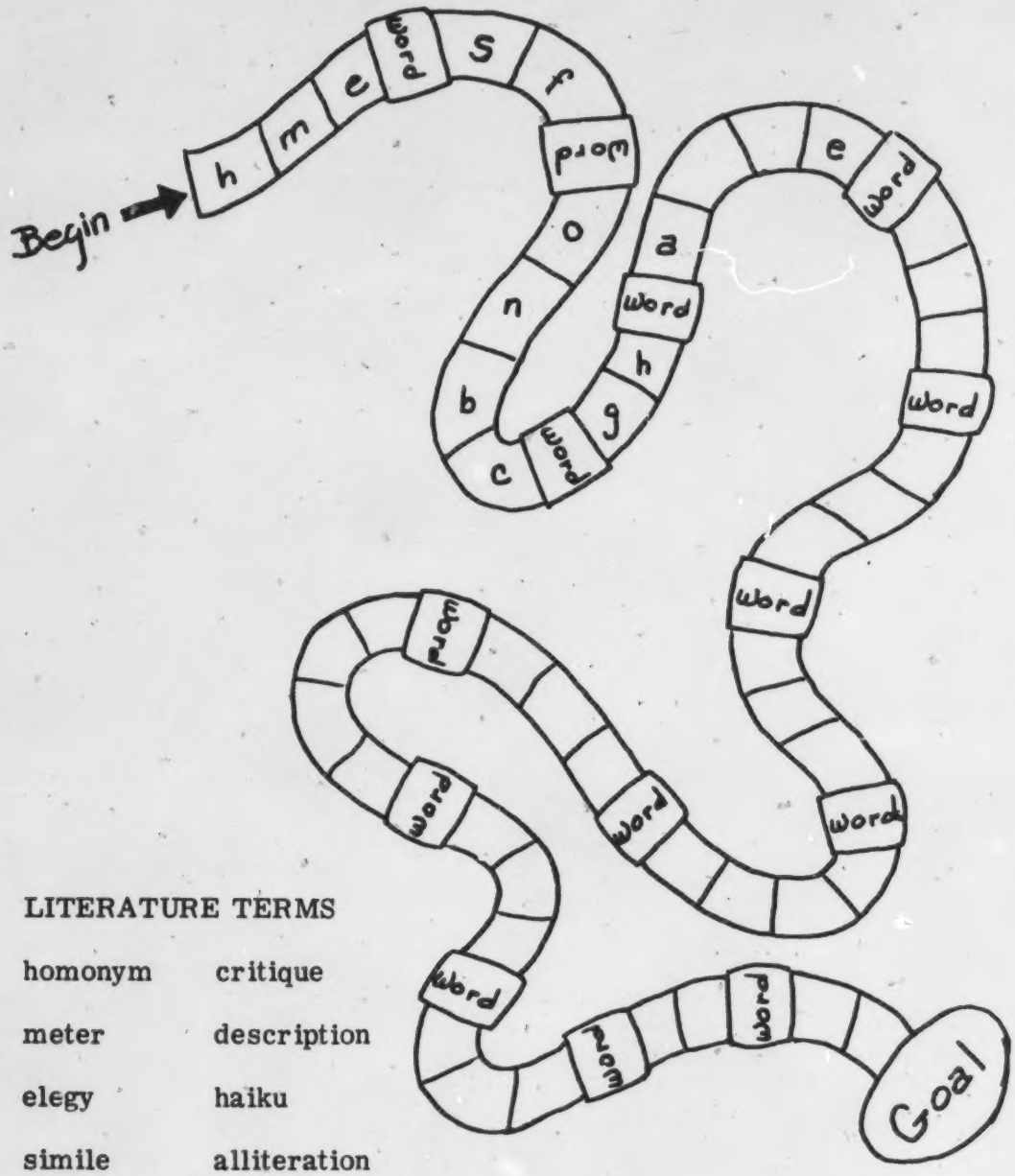
A5 _____ B6 _____ C5 _____ D6 _____

A7 _____ B8 _____ C7 _____ D8 _____

Name _____ Date _____

MATCHING SPACES MASTER

"LET'S TRAVEL" BOARD GAME



LITERATURE TERMS

homonym	critique
meter	description
elegy	haiku
simile	alliteration
fiction	short story
onamatopoeia	novel
synonym	narrative

BOARD GAME MASTER

CUT ALONG THIS LINE

CONTENT AREA READING ACTIVITIES

Please share your ideas and activities that have been successful in the classroom. We look forward to hearing from you.

_____ **Reaction to Activity in Langauge Arts Handbook. Page _____.**

_____ **An Additional Activity That Has Worked for Me.**

SKILL:

MATERIALS:

TEACHER DIRECTIONS:

SAMPLE ITEM OR REACTION:

Name _____ **Position** _____

School _____

Address _____

City _____ **State** _____ **Zip** _____

Return Address

READING RESEARCH PROJECT
P. K. YONGE LABORATORY SCHOOL
1080 S. W. 11th STREET
GAINESVILLE, FLORIDA 32611

CUT ALONG THIS LINE

CONTENT AREA READING ACTIVITIES

Please share your ideas and activities that have been successful in the classroom. We look forward to hearing from you.

_____Reaction to Activity in Langauge Arts Handbook. Page _____.

_____An Additional Activity That Has Worked for Me.

SKILL:

MATERIALS:

TEACHER DIRECTIONS:

SAMPLE ITEM OR REACTION:

Name_____Position_____

School_____

Address_____

City_____State_____Zip_____

Return Address

READING RESEARCH PROJECT
P. K. YONGE LABORATORY SCHOOL
1080 S. W. 11th STREET
GAINESVILLE, FLORIDA 32611